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ABSTRACT

In this manual, written for the education of preservice and inservice teachers, supervisors, and administrators, the emphasis is placed on developing an elementary school curriculum that relates subjects to the child's growing experience in everyday life. In seven chapters the following major topics are covered: (1) objectives in the curriculum; (2) learning activities and the pupil; (3) organization of the curriculum; (4) evaluating innovation in the curriculum; (5) trends in the curriculum; (6) assessing pupil achievement; and (7) democracy and the curriculum. (JD)

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DEVELOPING THE RELEVANT ELEMENTARY CURRICULUM

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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PREFACE

Developing the Relevant Elementary Curriculum has been written for pre-service and inservice education of teachers, supervisors, and administrators. It is important for those involved in educating elementary school children to be able to select relevant objectives for learners to achieve. Equally important, educators must select appropriate learning experiences in order that learners may achieve desired objectives. These experiences should be interesting, meaningful, and purposeful for learners. Pupil progress must be assessed adequately to notice if the stated objectives have been achieved.

Teachers, supervisors, and administrators must study important trends in the elementary school curriculum. Hopefully, schools will move in the direction of implementing those innovative ideas which harmonize with child growth and development characteristics and the psychology of learning.

Marlow Ediger

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CHAPTER ONE

OBJECTIVES IN THE CURRICULUM

There are many ways to determine objectives. First of all, should the source of objectives come from the pupil, from society, or from subject matter specialists? Or, should there be a balance among these three sources when determining educational objectives?

Secondly, how general or how specific should educational objectives be stated? Objectives, of course, can be stated too broadly so that they truly are nebulous indeed. On the other hand, objectives may be stated so precisely that highly specific facts or bits of information would be emphasized in teaching learners.

A further problem in stating objectives pertains to what is of greatest value for pupils to learn. In fact, this is what selecting objectives is about. Value judgments, of course, are always made when deciding upon goals which learners are to achieve. In thinking about priorities in educational objectives, how much emphasis should be placed upon inductive learning as compared to deductive learning? How much of reality should pupils experience? For example, should pupils largely experience what can be called "positive" in everyday living? Or should learners realistically study negative happenings that occur in society also such as violence, war, corruption, crime, hunger, and discrimination between and among people?

Certainly, objectives should be selected which learners can achieve. Does this mean that the teacher should select educational objectives for pupils to achieve? Or, should learners select these objectives? Should both the teacher and pupils cooperatively determine these objectives?

Objectives can reflect the separate subjects approach. For example,

objectives can emphasize a single discipline such as history, or they can stress the importance of the interdisciplinary approach.

Additional problems will be discussed pertaining to the writing of educational objectives.

Source of Objectives - The Pupil

Studying pupils to determine objectives has been emphasized for a long time. Johann Pestalozzi in the early 1800's emphasized that teachers should study pupils to determine objectives and learning experiences.

The question today pertaining to teaching-learning situations relates to the degree that objectives in the curriculum should come from studying children. If the teacher selects, shows and discusses a filmstrip to initiate a unit of study, objectives for learning at this time are coming from the teacher. If, for example, during this discussion pupils identify problem areas for study in ongoing learning experiences, objectives then come from learners. However, the learning environment prior to this discussion was structured by the teacher. If the filmstrip used to initiate the unit pertained to the country of Japan, questions or problems such as the following may be identified by pupils.

1. Why does Japan do much manufacturing?
2. How important is farming in Japan?
3. How are raw materials obtained in manufacturing in Japan?
4. How important is the tourist industry to Japan?
5. What are major means of transportation in Japan?
6. How do customs in Japan differ from those in the United States?
7. How do the major religions in Japan differ from those in the United States?

Following the identification of problems, pupils individually or in committees could utilize a variety of learning experiences in gathering needed information. Thus, the pupils would be of utmost importance in determining educational objectives and learning experiences.

Contrast the previously described approach in determining what is to be learned with the teacher determining objectives for pupils to achieve. Thus, prior to teaching a new unit, the teacher would state objectives in writing in advance. The teacher, for example, could write objectives such as the following pertaining to the previously mentioned unit on Japan.

1. The pupil will list in writing five manufactured products of Japan.
2. The pupil will write a fifty word paragraph on farming in Japan.
3. The pupil will discuss five major customs of people in Japan.
4. The pupil will write a one hundred word paper on religious beliefs of Japanese people.

Thus, a variety of learning experiences could be provided to guide learners in achieving goals determined by the teacher. An important problem exists here in terms of problem areas that pupils would feel as being relevant to study. Certainly, the interests of learners would be important to consider in developing the curriculum.

One could think of approaches between pupils determining what is to be learned as compared to the teacher being the dominant person in determining educational objectives. Thus, through teacher-pupil planning, the concerns of pupils as well as the teacher would be important in deciding upon educational objectives. The latter approach would have much to recommend itself in terms of utilizing teacher expertise, knowledge, and concerns as well as thoroughly considering the interests of learners in determining the curriculum.

Source of Objectives - The Teacher

The teacher alone, of course, basically could decide which objectives pupils are to achieve. The use of behaviorally stated objectives would generally emphasize the importance of the teacher determining these objectives. Thus, before initiating a unit of study, goals for learners to achieve have been decided upon. A pretest generally is given to determine if the objectives should be revised in terms of lowering or raising the level of complexity. The teacher must follow the following standards when writing these objectives:

1. The objectives must pertain to relevant learnings for pupils.
2. Learners should be able to achieve these objectives.
3. Objectives must reflect the interest, needs, and purposes of pupils.
4. Learner achievement should be measured in terms of these objectives.
5. Balance in objectives should be in evidence in terms of understandings, skills, and attitudes.

When utilizing behaviorally stated objectives in teaching-learning situations, the teacher has much influence in determining ultimate desired pupil behavior. Thus, the teacher is the dominant person in the class setting involving teaching-learning situations.

Further examples of the teacher determining what pupils are to learn would be inherent in the following examples:

1. The teacher assigning selected pages for pupils to read from a textbook and asking questions covering the content to evaluate pupil comprehension.
2. The instructor engaging in lecturing to a given set of learners.
3. Teachers doing much explaining over content that has been assigned for pupil mastery.

4. Instructors selecting and utilizing a variety of learning experiences such as films, filmstrips, and slides followed by testing pupils on content gained.

Source of Objectives - Content Specialists

Academicians in different academic disciplines have made tremendous contributions in developing the public school curriculum. Thus, scholars in the areas of science, mathematics, the social sciences, language and literature, as well as from other disciplines, have made major contributions in identifying structural or key ideas for learners to achieve. In mathematics, for example, scholars have identified the following structural ideas as being important for pupils to achieve:

1. The commutative property of addition and multiplication.
2. The associative property of addition and multiplication.
3. The distributive property of multiplication over addition.
4. The additivé and multiplicity identity.
5. The concept of set(s).
6. The property of closure.

Thus, mathematicians recommend strongly that learners understand properties or structural ideas in mathematics. Pupils, thus, develop understandings pertaining to number theory and basic generalizations relating to mathematics. During the 1960's, in particular, many federally funded programs pertaining to improving different curriculum areas emphasized the identification of major generalizations that pupils should achieve inductively.

Academicians from the different disciplines making up the social sciences also have attempted to identify major generalizations that learners should achieve inductively as they progress through the public school years. Thus, historians, geographers, political scientists, sociologists, economists, and

anthropologists have developed lists of key ideas that pupils should achieve in the social studies curriculum. Social scientists have also recommended selected methods, among others, that pupils should utilize in developing structural ideas in the social studies. Historians, for example, use primary sources in getting needed information to achieve selected structural ideas. Pupils then should experience the methods and procedures that historians utilize in gathering information.

There are numerous advantages in having learners develop structural ideas from the different disciplines as recommended by scholars:

1. Learners have opportunities to work as scholars do from diverse academic areas.
2. Teachers have a sense of security in teaching by having learners achieve major generalizations identified by scholars.
3. Trivial ideas taught in too many situations may thus be omitted.
4. Scholars from diverse disciplines thus are involved in determining important facets of the public school curriculum.
5. There is a check on accuracy of content taught in the public schools.
6. Learners have opportunities to develop structural ideas inductively; inductive learning is a recommended procedure in developing major generalizations.

As is true of many innovative plans for improving the curriculum, the structure of knowledge as emphasized in teaching-learning situations has its disadvantages:

1. The concerns of learners may not be adequately stressed in terms of objectives, learning experiences, and evaluation procedures in the class setting.
2. Pupils may not be interested in achieving major generalizations or

utilizing methods of gathering data as recommended by academicians.

3. It may become difficult to develop purpose within learners for achieving structural ideas or utilizing procedures of study developed by scholars in diverse academic fields of knowledge.

The writer strongly recommends that rational balance be maintained when selecting educational objectives in terms of emphasizing the following sources: the pupil, society, and contributions of scholars in their academic specialty.

General Objectives Versus Specific Objectives

Much debate is going on in educational circles as to how specific educational goals should be stated. Behaviorists stress the importance of educational objectives meeting the following criteria:

1. Objectives for pupils to achieve should be stated in a specific manner in order to measure if learners have or have not achieved the desired goal.
2. It must definitely be observable if pupils have achieved desired objectives.
3. There should be no leeway basically in interpreting what is to be taught when analyzing behaviorally stated objectives.
4. These kinds of objectives should be written prior to teaching a given set of learners.

Examples of behaviorally stated objectives would be the following:

1. The pupil will list in writing the names of five European countries.
2. The pupil will read a library book of his own choosing and tell its contents to learners in the class setting.
3. The pupil, using puppets of his own choosing, will present a skit pertaining to "Living in Colonial America."

4. Having read an editorial, the pupil will determine one opinion and one fact.
5. Using a kit of materials on "Living in Colonial America," the pupil will state two hypotheses as to the content of each picture and the use of each replica pertaining to real objects.
6. The pupil will evaluate his own oral report on a voluntary basis in terms of agreed upon criteria or standards.

The first objective pertains to recall of factual information. Facts that pupils learn should be relevant and important from the learners' point of view. Rote learning and memorization are generally frowned upon in teaching-learning situations. Instead pupils should develop skills in critical thinking, creative thinking, and problem solving. Thus, objectives two through six above emphasize more complex levels of thinking other than recall of content. It is possible to measure if learners have or have not achieved each of these six objectives. Thus, behaviorists stress the importance of teachers being able to observe and measure if learners have achieved desired objectives.

On the other side of the coin, there are leading educators who recommend that objectives should be stated as general objectives and not stated behaviorally. The following reasons are given for this position:

1. Important learnings cannot be stated in terms of behaviorally stated objectives.
2. The concerns of pupils are also important in teaching-learning situations; thus, precise objectives alone written prior to teaching cannot meet the needs of all learners.
3. There are important learnings which pupils have developed which are not observable or measurable.
4. Attitudinal objectives, in particular, are difficult to state in

behavioral terms.

The following are examples of general objectives pertaining to ongoing units of study:

1. To develop within the pupil an understanding of the executive branch of the United States government and how it operates.
2. To develop skill within pupils to read social studies content with understanding.
3. To develop an attitude of respect within pupils toward contributions of minority groups in American society.

Each of these objectives is broadly stated and pertains to general objectives. The first objective pertains to an understanding that learners are to develop while objectives number two and three respectively relate to a skills objective and an attitudinal objective. There must be rational balance in terms of the kinds or categories of objectives that are emphasized in teaching-learning situations, such as understandings, skills, and attitudes.

Values and Objectives

Value judgments must be made in selecting objectives which pupils are to achieve. Thus, selected objectives have priority in teaching-learning situations as compared to other objectives. The classroom teacher, of course, is in a very powerful position in determining objectives for learners to achieve. Evaluate the following classroom situations when thinking of the role of the teacher in determining educational objectives:

1. Teacher A does not like to teach science on the intermediate grade level in a self-contained classroom. This teacher has had very little course work in higher education in the area of science. Thus, pupils in the classroom experience limited learnings in elementary school

science. The content of the science curriculum pertains largely to pupils reading content from a single series of textbooks. The content that has been read is discussed with the teacher asking selected questions. Certainly, the teacher is in a key role here in selecting objectives which pupils are to achieve. Thus, relevant objectives in science are largely omitted.

2. Teacher B has tremendous talent and interest in the teaching of elementary school mathematics in a self-contained classroom. This teacher had originally planned to teach junior or senior high school mathematics. In obtaining a teaching degree pertaining to elementary education, teacher B took twenty-four hours of course work in mathematics resulting in basically achieving A grades in these courses. This teacher would like to teach mathematics on the elementary school level in a departmentalized plan. However, the elementary schools in the system are operated on the self-contained classroom concept. Thus, mathematics is emphasized thoroughly as being very important for learners in the class setting. Pupils perceive that teacher B feels that mathematics is more important than the other curriculum areas in the elementary school. Social studies, in particular, is frequently slighted in teaching-learning situations to make more room for the teaching of mathematics.

Educational objectives for pupils to achieve must be selected with great care. Relevancy is an important concept to utilize when selecting these objectives. Most educators would place high priority on objectives such as critical thinking, creative thinking, and problem solving. Thus, the teacher in teaching-learning situations should

strongly emphasize these objectives. Most educators would also agree that objectives should reflect the needs, interests, and purposes of pupils.

Selected questions may be raised about other objectives that may be emphasized in teaching-learning situations.

1. How much of learning by discovery should be emphasized in teaching-learning situations as compared to explaining content and ideas to pupils?
2. How much emphasis should be placed on the interests and purposes of pupils as compared to what the teacher feels is important to emphasize in the class setting?
3. What kind of rational balance should exist between the humanistic approach in determining objectives as compared to the behavioristic school of thought?
4. When writing educational objectives, how should learning experiences be sequenced? Should the learner determine sequence or should the teacher determine the degree that learnings should be sequenced for pupils?
5. How much of the stated educational objectives should reflect creative behavior as compared to conformity behavior?
6. How can rational balance be maintained in the diverse curriculum areas of the public schools so that pupils will achieve necessary understandings, skills, and attitudes to become successful members in society?

In Summary

Teachers, supervisors, and administrators must select educational

objectives which are relevant for learners to achieve. These objectives must be attainable and represent new learnings pertaining to understandings, skills, and attitudes.

Questicns for Discussion

1. In your own thinking, who should determine educational objectives?
2. Describe your philosophy of education which would guide you in making decisions as to who should determine objectives.
3. Select several city school and state curriculum guides:
   (a) Which general objectives are stated for learners to achieve?
   (b) Survey educational objectives for each curriculum area; are there major agreements as to which objectives these should be?
   (c) Is there rational balance, do you think, among understandings, skills, and attitudinal objectives? What criteria did you utilize in arriving at a conclusion?
   (d) Do you feel that creative endeavors are emphasized adequately in the objectives stated in these curriculum guides?
4. Select several recent college and university level textbooks on curriculum development:
   (a) Which objectives are stated most frequently for all learners to achieve?
   (b) Would you add objectives to the list which you feel are relevant? Why?

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CHAPTER TWO

LEARNING ACTIVITIES AND THE PUPIL

The teacher must select with great care learning activities which will guide pupils in achieving objectives. These learning activities must follow recommended principles or criteria agreed upon by educational psychologists. Thus, learning activities provided for pupils should

1. develop and maintain learners' interest.
2. provide for diverse capacity and achievement levels in the class setting.
3. help guide each learner in achieving optimum development intellectually, physically, emotionally, and socially.
4. provide for different learning styles in the class.
5. guide learners in attaching meaning to ongoing experiences.
6. help teachers in utilizing their best teaching styles.
7. develop purpose for learning.

Using Films, Filmstrips, and Slides

The teacher can utilize films, filmstrips, and slides to introduce, develop, and culminate a unit or lesson. To initiate a lesson or unit, the teacher will wish to capture pupil interest for learning as well as have learners attach meaning to what is being learned. Thus, in initiating a unit or lesson on Australia, the teacher may wish to show and discuss an appropriate film, filmstrip, or set of slides. Problems and questions can then be identified by pupils.

The filmstrips or slides can be stopped at any desirable place for purposes of discussion. Thus, learners can raise questions about any frame on a filmstrip or on any slide. Discussions can then follow. A set of slides or a

filmstrip can be shown at several different sittings depending upon the attention span of learners.

It is, of course, more difficult to stop a film at a desirable point for discussion purposes. Films, of course, have a great advantage in using in that movement or motion is involved in the content. Films then may present more realistic and lifelike content to selected learners due to motion being involved in the presentation.

In developmental activities in the previously mentioned unit on Australia, pupils could study in greater depth each of the following facets of Australia:

1. farming.
2. manufacturing.
3. exporting and importing.
4. urban areas.
5. transportation.
6. homes.
7. communication.
8. recreation.

Slides, films, and filmstrips then may be used as developmental activities. These learning experiences can aid pupils to engage in problem-solving activities.

In culminating a lesson or unit, learnings would be summarized as well as new problem areas identified. Slides, films, and filmstrips may aid learners to successfully conclude a lesson or unit.

Using Pictures, Transparencies, and the Opaque Projector

The teacher may also utilize pictures, transparencies, and the opaque projector in introducing, developing, and ending a lesson or unit of study.

Pictures, transparencies, and the opaque projector may be utilized in the following ways in teaching-learning situations:

1. to help pupils in vocabulary and concept development.
2. to aid learners in developing main ideas and generalizations.

3. to build background information within pupils.
4. to present a model for pupils to follow in developing a diorama, frieze, or mural.
5. to aid pupils in developing appropriate discussion techniques.
6. to guide learners in acquiring needed facts.
7. to aid pupils in thinking creatively such as in predicting what will happen next following the viewing of a picture or transparency.
8. to provide content for pupils in selected writing activities.
9. to provide learners with needed experiences to engage in speaking activities.
10. to aid pupils in obtaining information to successfully engage in dramatization activities.
11. to provide content for pupils in developing experience charts.
12. to develop specific learnings within pupils such as in viewing the parts of a castle when learners are studying a unit on the Middle Ages.

Using Models and Objects

It is important for pupils to view models and objects in units of study; thus, accuracy in concepts and generalizations being developed can be an end result. For example, if a teacher is initiating a unit on the Middle East, models or objects pertaining to the following may stimulate pupil interest in learning:

1. a bedouin cloak, head dress, and sandals.
2. a model mosque and synagogue.
3. a shepherd's flute and water container.
4. a relief map of the Middle East.
5. camels, donkeys, sheep and other native animals.

From these models and objects at various learning centers, pupils may be stimulated in asking questions or engaging in learning experiences such as the following:

1. dramatizing bedouin life utilizing the cloak, head dress, and sandals.
2. discussing likenesses and differences in religious beliefs of Arabs and Jews.
3. attempting to play a tune on the shepherd's flute and using the water container to develop a unique rhythm.
4. discussing geographical features pertaining to a relief map of the Middle East.
4. learning more about animals of the Middle East.

To be sure, many teachers may not have access to the teaching materials mentioned above to initiate a unit on the Middle East. No doubt, in many communities there are knowledgeable resource people who could contribute much in providing materials for learning centers in units on the Middle East or other unit titles. An important problem to solve in teaching is to gather materials which are interesting, purposeful, and meaningful to learners. The previously presented ideas pertaining to objects and models at different learning centers can be modified and adapted to any unit taught in the social studies.

Using Cassettes and Tapes

Skills in listening need to be developed adequately by individuals. Much learning goes on as a result of listening to the thinking of others. The teacher needs to have an adequate number of commercially prepared cassettes and tapes to use in ongoing units of study. Prior to listening to cassettes and tape recordings, readiness activities must be in evidence. Thus, learners should perceive purpose in listening to the cassettes and tape recordings. There are

reasons then for gathering information from these learning activities involving skills in listening.

Pupils should listen to content for a variety of purposes. Thus, learners would listen to ideas from cassettes and tapes for the following purposes or reasons:

1. analyzing fact from opinion, accuracies from inaccuracies, and fantasy from real situations.
2. gaining relevant factual information.
3. developing summaries and conclusions.
4. achieving sequence in content.
5. thinking creatively and developing predictions.
6. skimming for relevant names, dates, and places.

Thus, pupils should learn to listen for diverse purposes. Reasons should then exist for participating in ongoing learning experiences.

Using Experiments and Demonstrations

Pupils should have ample opportunities to engage in ongoing learning activities involving experiments and demonstrations. If pupils are studying a unit on liquids, solids, and gases, they should be able to participate directly in performing experiments and demonstrations. Learners, prior to the experiment or demonstration, should develop hypotheses as to their outcomes. Once the hypotheses have been clearly stated, learners can then test the stated outcomes with experiments and demonstrations. The hypotheses can then be modified if need be.

Values to be gained by having learners perform experiments and demonstrations can be the following:

1. pupils learn to use equipment and materials in a responsible way.

2. learners are using means and methods of inquiry used by scientists.
3. another method of learning is available to pupils in providing for diverse learning styles.
4. many senses are used in learning such as the senses of seeing, hearing, smelling, touching, and tasting.
5. diverse objectives are stressed in learning such as understandings, skills, and attitudes. (Skills in particular are emphasized in objectives such as actually using science equipment; however, out of these demonstrations and experiments desired understandings and attitudes should also result.)
6. learners may participate in learning experiences which are enjoyable.

Using Excursions

Pupils should have ample learning experiences pertaining to reality. Thus, concrete learning activities would then be in evidence.

Pupils with teacher guidance can help to plan the excursion. Thus, plans can be made in terms of standards of conduct to follow during the excursion. Plans may also be made pertaining to needed data which must be gathered to answer questions or problems identified prior to the excursion.

The following are examples in units of study where excursions may be taken:

1. visiting a pond in a rural area when studying a unit on "Pond Communities."
2. taking a field trip to a farm when a unit pertaining to "Living on the Farm" is taught.
3. participating in an excursion to the post office when studying a unit on "Community Helpers."
4. visiting areas where erosion is taking place as well as viewing areas where appropriate steps have been taken to halt erosion.

Excursions can be used to initiate, develop, or culminate units of study. For example, if pupils are beginning a unit of study on "Living in the City," they could visit different sections of their local city. Prior to the excursion, readiness activities would be in evidence such as stimulating pupils in asking questions and identifying problems pertaining to the city.

Excursions may also become a part of developmental activities for pupils. Thus, pupils may study in depth facets such as the following pertaining to the city:

1. manufacturing.
2. city government.
3. pollution.
4. growth and development of the city.
5. shopping centers.
6. transportation and communication.
7. working together in the city.
8. vocations, jobs, and occupations.
9. citizenship.

Excursions may also be utilized to summarize learnings and thus culminate units of study successfully. Thus, in concluding a unit on "Pollution in Our Environment," pupils with teacher leadership could visit areas where pollution is taking place as well as areas where remedial measures have been used to decrease or stop diverse forms of pollution.

Using Programmed Learning

Programmed materials follow the below listed guidelines in their preparation:

1. The programmer determines what pupils are to learn.

2. Items in programmed learning are carefully sequenced so that pupils ideally rarely make an error.
3. Pupils read small amounts of content, look at a possible related picture, answer a completion item, and check their own response. This pattern in general is continued over and over again as one example of programmed materials.
4. Pupils are to feel successful in learning; reinforcement of correct responses is in evidence.
5. Learners work at their own unique optimum rate in achieving. Individualization of instruction is definitely in evidence.
6. Programmed learning is based on Stimulus-Response school of thought in terms of how pupils learn; pupils advance from learning specifics to ultimately achieveing a conclusion.
7. Pupils master content as each step in learning is being achieved; each step of achievement can be observed by the child and the teacher.

Programmed materials can be utilized in learning experiences involving open space education. Thus, pupils may select a learning station which has programmed materials.

Using Reading Materials

Reading content is a very important way of learning. It is a major way of gaining ideas. It is difficult to be a very productive individual in American society without appropriate development of skills in reading.

Reading sources for pupils could include the following:

1. encyclopedias, reputable almanacs, and atlases.
2. magazines, newspapers, and pamphlets.
3. textbooks, supplementary texts, and library books.

4. content in filmstrips and slides.
5. workbooks, task cards at learning centers and teacher prepared worksheets.

Prior to having pupils read content, readiness activities should be implemented. Thus, learners would need to gain adequate background knowledge prior to reading content. Thus, in reading content from a series or several series of textbooks, pupils may achieve background knowledge through the following ways:

1. study and discuss pictures, slides, films, and filmstrips relating to the content pupils will be reading.
2. see new words in print prior to reading.

Learners may carefully visualize these words as they are printed in neat manuscript style on the chalkboard. Methods of presenting these new words to pupils should be varied. In addition to seeing new words in print prior to reading, learners should also attach meaning to these words. Various approaches need to be used in guiding learners to attach meaning to new words such as using discussions and audio-visual materials. Ultimately, pupils must perceive purpose in reading. Thus, the learner would ideally identify a question or problem for which data needs to be gathered in arriving at answers and solutions. One data source can be reading content from selected textbooks.

After the silent reading activity has been completed, appropriate follow-up activities must be inherent. Thus, pupils may engage in activities such as the following to reveal comprehension and appreciation of content read:

1. develop a picture, frieze, mural, or diorama.
2. pantomine, dramatize, or role play.
3. write a summary, main ideas, or generalizations.
4. develop an outline or take notes.
5. discuss main ideas and supporting facts.

6. construct models or objects.

7. read from other sources pertaining to related ideas.

Reading materials utilized by pupils must be on the understanding level of individual pupils. Optimum achievement in learning can then take place when using reading as a learning activity.

Questions that the teacher should ask of selected reading materials for learners could be the following:

1. Are the materials on the reading levels of individual pupils?
2. Do pupils perceive purpose in reading from these sources?
3. Is the content interesting to learners?
4. Are there an adequate number of related pictures, graphs, tables, and charts to aid learners in reading achievement?
5. Are the ideas organized in a manner which provides for pupil comprehension of content?
6. Do the reading materials provide for learners developing understandings inductively?
7. Is the content comprehensive enough in giving learners needed information?

Textbooks used in teaching-learning situations should follow definite criteria. Too frequently, textbooks are not selected in terms of desirable standards or goals. Those in charge of choosing textbooks as reading materials for pupils should develop guidelines prior to making selections. The following, among other, would be important standards to use in selecting textbooks pertaining to different curriculum areas in the public schools:

1. The content should be accurate and comprehensive covering ideas in depth.
2. Content contained in these textbooks should be on the reading levels of pupils.

3. An adequate number of illustrations should be available to guide learners in developing accurate concepts, facts, and generalizations.
4. A good teacher's manual should be in evidence; the manual should provide excellent teaching suggestions.
5. Content should be well organized so that it helps learners to gain needed ideas readily.
6. Inductive approaches to learning are emphasized adequately.
7. The authors of the textbooks are reputable in their field of specialty pertaining to these reading materials.
8. The textbook is appealing and interesting to learners.
9. Reading materials for pupils should have up-to-date content.

Using Dramatizations

Pupils should have ample opportunities to learn and reveal learnings through the use of dramatizations. Dramatizations may be used to initiate, develop, or culminate units of study.

To initiate a unit in utilizing dramatizations, the teacher may wish to determine present achievement levels of pupils. Thus, in a unit on the factory, for example, the teacher may wish to have pupils engage in pantomining or creative dramatics to find out what understandings learners have presently. Following these dramatic activities, the teacher can decide upon needed learning activities for pupils to pursue in greater depth in the ongoing unit of study.

In using dramatizations as developmental activities, the teacher in a unit on Australia, as an example, could have learners pantomine or use creative dramatics pertaining to selected facets of living on a sheep or cattle station.

In ending or culminating a unit of study, pantomining and creative dramatics

can be utilized in the class setting to have pupils reveal what has been learned previously. Thus, in a unit on Great Britain, pupils may reveal understandings gained pertaining to the following areas of living:

1. games that are played in Great Britain.
2. holidays celebrated and resort areas visited.

Dramatizations have many values for pupils to achieve. The following, among others, are important goals which may be achieved through dramatic activities:

1. pupils can gain self confidence in an atmosphere of respect.
2. enjoyment in learning can be in evidence.
3. learners show in a unique way their present achievement levels.
4. pupil-teacher planning may be used to determine what and how to dramatize selected situations in units of study.
5. pupils sequence their own learnings.
6. learners can be involved in assessing their own achievement.
7. interest in learning can be strong with active involvement on the part of learners.
8. purpose for learning may be developed strongly when utilizing dramatic activities.

In Summary

Pupils need a variety of learning activities to provide for individual differences. Thus, the teacher may use learning experiences such as the following:

1. films, filmstrips and slides.
2. pictures, transparencies, and the opaque projector.
3. models and objects.

4. cassettes and tape recordings.
5. excursions.
6. programmed learning.
7. reading materials.
8. dramatizations.

Learning activities should be used successfully to initiate, develop, and culminate units of study.

Questions to Consider

1. Select a unit title; write one objective for this unit.
   (a) Choose several learning activities to help learners achieve the desired objective.
   (b) Justify your selection of learning activities in terms of criteria.
   (c) How would you assess pupil achievement to determine if the objective had been achieved?
2. What standards, do you feel, should be utilized to select learning experiences?
3. What can be done to select learning experiences which harmonize with learning styles of individual pupils?

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CHAPTER THREE

ORGANIZATION OF THE CURRICULUM

There are diverse approaches in organizing curriculum areas in the public schools. The oldest approach was to utilize the separate subjects approach. Thus, curriculum areas were organized into areas such as the following:

history	spelling	health
geography	English	art
civics	arithmetic	music
reading	agriculture	physical education
handwriting	geometry	science

Each of these curriculum areas then would need to receive an adequate amount of time in teaching. Toward the turn of the twentieth century, more emphasis was placed upon correlating curriculum areas. Thus, when spelling was being taught, pupils would also develop proficiency in handwriting. Or, if history was taught, learnings pertaining to geography would also be emphasized in teaching.

Today many educators recommend that related curriculum areas be brought together in teaching-learning situations. Thus, for example, the social science disciplines of geography, history, civics or political science, economics, sociology, and anthropology can make up the social studies curriculum and represent the interdisciplinary approach to teaching. This can further be illustrated by referring to a specific unit title. If pupils, for example, are studying a unit on the Middle East, they may develop understandings pertaining to the following:

1. The history of former civilizations in the Middle East.
2. The geography of the Middle East area.

3. The type and form of government of countries in the Middle East; political science then becomes a part of the social studies curriculum.
4. Goods and services produced in the Middle East; emphasis is also placed on exports and imports of countries of this area. Economics thus becomes a part of the social studies curriculum.
5. Religious beliefs, customs, and values accepted by people of the Middle East; this emphasizes the importance of anthropology and sociology.

Relevant attitudinal and skills objectives would also be adequately stressed in teaching-learning situations involving the interdisciplinary approach in determining the social studies curriculum.

Selected educators would recommend that diverse curriculum areas should be integrated. This would go one step beyond the interdisciplinary approach in determining the social studies curriculum. Thus, mathematics, science, health, art, music, and physical education would become an inherent part of the social studies curriculum. In the previous unit referred to on the Middle East, pupils would develop appropriate understandings, skills, and attitudes pertaining to the following:

1. The Egyptian and Roman system of numeration.
2. The development of the compass and latitude finder during the Age of Discovery and Exploration.
3. Health problems and practices of the Middle Eastern area.
4. The art and music of countries comprising the Middle East.
5. Games and sports prevalent among people in the Middle East.

Issues and Problems in Organizing the Curriculum

There are selected problems pertaining to the amount and degree that

each curriculum area should be integrated. Thus, questions such as the following may be asked pertaining to different approaches in organizing the curriculum:

1. Are there selected curriculum areas, such as mathematics, for example, which should be taught more using the separate subjects approach as compared to correlation, interdisciplinary, or integrated approaches?
2. Are diverse curriculum areas more lifelike and functional if they are correlated or integrated as compared to using the separate subjects approach?
3. Do learners have preferences in terms of learning through the separate subjects approaches compared to more integrating of content?
4. Can problem solving be emphasized equally well in teaching-learning situations if the separate subjects organization is used as compared to correlation, interdisciplinary, or integrated approaches?
5. Should the teacher determine the organizational structure of the curriculum based on her teaching style?
6. Should there be rational balance between and among the separate subjects approach to organizing the curriculum as compared to the more integrated approaches?

Curriculum Organization and Grouping Pupils

There appears to be a relationship between the way the curriculum is organized and the way pupils are grouped for instruction. In the self-contained classroom, pupils basically are with a given teacher throughout most of the school day other than for classes in art, music, and perhaps, physical education. Thus, the teacher has numerous opportunities to correlate and integrate different curriculum areas. For example, in units on pollution,

the teacher may emphasize objectives such as the following which brings into teaching-learning situations diverse curriculum areas:

1. understanding the effect of pollution on the environment (science).
2. realizing how human beings have polluted the environment (social studies).
3. developing graphs showing increase in pollution over previous years (mathematics).
4. understanding effects economically to the environment due to pollution (economics in the social studies).
5. reading content on causes of pollution (the language arts).
6. writing essays and poetry on pollution (the language arts).
7. developing, selecting, and singing songs on pollution (music).
8. understanding the effects of pollution on the health of human beings (health education).

Thus, in a self-contained room the teacher has numerous opportunities to relate and integrate different curriculum areas.

The departmentalized plan in grouping pupils for instruction could emphasize more of the separate subjects approach in organizing the curriculum. Thus, separate teachers would teach each of the following curriculum areas:

1. social studies
2. science
3. language arts
4. mathematics
5. health
6. music
7. art
8. physical education

Teachers in departmentalized situations would need to plan together if degrees of integration of content from different curriculum areas is an ultimate goal or objective.

The nongraded school may be able to implement generalizations pertaining to integration of content if a teacher or a team of teachers is in charge of

planning objectives, learning experiences, and evaluation techniques for a large part of each school day. In addition to having the capability of providing for integrated learnings for pupils from diverse curriculum areas, the nongraded school emphasizes continuous progress for each learner. Learners basically would be grouped homogeneously based largely on reading achievement. Pupils, then, in a classroom or class setting may be somewhat comparable in reading achievement. If a single set of pupils in the nongraded school stays together for most of the school day in teaching-learning situations pertaining to diverse curriculum areas, heterogeneity in grouping will be in evidence in mathematics, science, social studies, and health. Usually, specially trained teachers would be available for teaching art, music, and physical education. Teachers in the nongraded setting have excellent opportunities to guide learners in relating knowledge from different curriculum areas in the public schools.

Much has been written about the advantages and disadvantages of homogeneous and heterogeneous grouping. Perhaps, it will take a long time for educators to be able to resolve this conflict.

Advantages given for homogeneous grouping would be the following:

1. Pupils have opportunities to compete against others with similar achievement.
2. It is easier to teach a given set of learners where achievement among individuals is somewhat comparable.
3. Faster learners would not be as prone to look down upon slower achievers.
4. The class could be taught as a whole more frequently as compared to heterogeneous grouping.

Disadvantages of homogeneous grouping could be the following:

1. It is not a life-like situation since individuals of mixed achievement interact frequently with each other in society.
2. Pupils should learn to respect others regardless of achievement levels.
3. It is difficult to have homogeneous grouping in a classroom or class setting. Pupils still differ from each other in achievement in the different areas of the public school curriculum.

In the above discussion, what is listed as advantages for homogeneous grouping could be restated as disadvantages for heterogeneous grouping. And, statements listed as disadvantages for homogeneous grouping could be rewritten as being advantages for heterogeneous grouping.

Team Teaching and Curriculum Organization

Teaching teams have been popular for nearly two decades in the United States. Thus, in team teaching, two or more teachers would be responsible for teaching a given set of pupils. Sometimes, a specific teacher is designated as the leader of the team. In other situations, no one is designated as the leader of the teaching team. Leadership then emerges as the teaching team selects objectives, learning experiences, and assessment procedures for a given set of learners.

Team teaching emphasizes certain requirements or criteria in its implementation.

1. Team members must plan together the goals learners are to achieve, the activities which will guide learners in achieving the desired goals, and the evaluation procedures to determine if objectives have been achieved.
2. Team members must learn from each other as they engage in planning the curriculum for a given set of learners.

There are advantages as well as disadvantages in team teaching. Advantages which may be listed for team teaching may be the following:

1. Inservice education is possible whereby teachers learn from each other when planning objectives, learning activities, and assessment procedures cooperatively.
2. If a team member needs to be absent from teaching, substitute teachers may not be necessary since other members of the teaching team carry on in terms of teaching pupils.
3. Pupils can become acquainted with more teachers as compared to the self-contained classroom. Life in society indicates that an individual must interact with many other human beings.
4. Team members can aid learners to relate content especially if an interdisciplinary team is in evidence.
5. More than one teacher is involved in assessing and diagnosing pupil achievement.
6. The talents of individual teachers can be used more fully by using each instructor's specialties whenever needed within units of study.
7. More critical thinking and revising of objectives, learning experiences, and assessment procedures are possible in team planning as compared to individual teacher's efforts.

Disadvantages of team teaching may be the following:

1. Team members may need to develop basic agreements pertaining to a philosophy of education; otherwise, dissension may hinder the productiveness of the team.
2. Team members may not learn from each other in planning sessions if the leader is authoritarian and dogmatic.
3. A teaching team can become impersonal when working with pupils in

large group sessions; a lack of individualization of instruction may then be in evidence.

4. Team teaching is not a panacea; it is one way of organizing or grouping pupils for instruction.
5. A departmentalized team of teachers may develop a fragmented curriculum whereby diverse areas of the curriculum are perceived as being unrelated by learners.
6. Team members may have more difficulty individualizing instruction as compared to the self-contained classroom where one teacher can basically get to know all learners well in the class setting.

In Summary

Pupils should have ample opportunities to perceive that content from different curriculum areas is related. Organizing the curriculum in terms of the separate subjects, correlated, interdisciplinary, or integrated approaches is related to unique plans in grouping pupils for instruction. Thus, departmentalization as a way of grouping pupils for instruction, as an example, generally would emphasize more of the separate subjects approach in organizing the curriculum. A specific teacher or team of teachers, for example, then would teach mathematics only, or science only, or a different separate curriculum area.

Questions for Discussion

1. Which plan for organizing learning experiences for pupils do you like best? Give reasons for your answer.
2. Would the integrated curriculum be recommended equally well for each of the following areas in the elementary school? Justify your answer.

(a) mathematics
(b) social studies
(c) science
(d) language arts
(e) science
(f) health
(g) physical education
(h) art and music

3. Which plan do you like best in grouping pupils for instruction?

   Why do you recommend this approach?

4. What trends do you perceive in the future pertaining to the following:

   (a) organizing the curriculum.

   (b) grouping pupils for instruction.

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CHAPTER FOUR

EVALUATING INNOVATION IN THE CURRICULUM

There are many innovative ideas which have been considered in developing the public school curriculum. Each innovation needs to be assessed in terms of desirable criteria. Criteria that should be used could include the following when assessing innovations in the curriculum:

1. meaningful and purposeful learning experiences should be provided for pupils.
2. learning styles of pupils must be considered carefully.
3. teaching styles of teachers need to be considered when selecting and implementing innovative ideas.
4. interesting learning experiences need to be available for pupils.
5. provision must be made for diverse achievement levels of pupils.

Performance Contracting

A rather recent innovation in the public schools pertains to performance contracting. In performance contracting, a public school system generally contracts with a commercial company to provide instruction in selected curriculum areas to a specific group of learners. A contract is written up between the commercial company and the involved public school. The contract may state what achievement level learners will be on as a result of instruction provided under the supervision of the commercial company. Generally, behaviorally stated objectives are emphasized in teaching pupils. Thus, it is possible to measure if pupils have achieved these objectives. Standardized achievement tests may also be used to measure pupil achievement in pretest and post-test situations. When using behaviorally stated objectives or standardized tests

in pretest and post-test situations, it is assumed that teacher efficiency in teaching can then be measured.

Companies who contract in the area of performance contracting guarantee a certain level of pupil achievement at the end of a specific period of time. If selected learners do not achieve these goals, the company receives no pay for their services generally in teaching these pupils. However, the company doing performance contracting does receive the amount of money as stipulated in the contract for all learners who attain desirable levels of achievement.

Questions that may be asked about performance contracting are the following:

1. Who should determine what pupils are to learn? Should the company doing performance contracting, the teacher, and/or learners determine objectives?
2. Can we be certain as to which are relevant objectives for pupils to achieve?
3. Are behaviorally stated objectives flexible enough to provide for individual differences in the class setting?
4. Do standardized achievement tests measure important learnings of pupils?
5. Can learners' ultimate achievement be realistically predetermined and stated in a contract?
6. Will learners engage in convergent thinking excessively as compared to divergent and creative thinking when standardized tests are utilized to appraise pupil achievement?
7. Who should select learning experiences and assessment procedures in teaching-learning situations involving pupils?

The Tuition Voucher

The tuition voucher system of educating pupils has been tried out in a limited way with federal funding in specific areas of the United States. In using the tuition voucher, parents or guardians may select a teacher of their own choosing for educating their dependents. The money is available to parents in choosing this option. With the tuition voucher, it is felt that teaching will become a competitive art or science. Weak teachers will then ultimately be weeded out since parents may not select these instructors for teaching their dependents. Good teachers, it is assumed, will have their services rewarded in terms of demand for their services.

Questions that may be asked of the tuition voucher plan may be the following:

1. Will parents make the kinds of decisions necessary to select the best teacher or teachers for their offspring?
2. Can good teachers be adequately identified?
3. How will pupil-teacher ratio work out under the tuition voucher system?
4. Would there be a better way of providing learners with quality instruction?
5. How would the school transportation system operate with large numbers of pupils receiving schooling through the tuition voucher system?

Open Space Education

Many educators are advocating the use of open space education for elementary school pupils. Thus, pupils work at different learning stations. At each station, learners may engage in decision-making as to what to learn as

well as how to achieve these desired learnings. Materials at the different learning stations should provide for diverse learning styles of pupils. For example, audio-visual materials may provide content for learning at one station.

A task card with possible choices for pupils to make in terms of tasks to work on is located at the center as well as at other learning centers in the class setting. A task card at the audio-visual center would serve as a guide in assessing pupil achievement on comprehension of ideas gained from such audio-visual aids as slides, filmstrips, and films.

A second learning center could pertain to a writing center. Here, pictures pertaining to diverse kinds of content and in many cases relating to ongoing units of study would provide material for pupils to interact with. Individual pupils may select a picture and write related content. Creativity in presenting ideas in writing would be important.

A third learning center could aid pupils in developing their listening vocabularies. The cassettes and tapes would need to be on the understanding level of pupils. Selected questions could guide pupils in evaluating their own achievement in listening. Pupils could also develop a mural, frieze, or individual pictures to reveal comprehension pertaining to contents of these recordings.

Other learning stations, among others, could pertain to a reading center, a speaking center, a construction center, and an art center. Positive self concepts are to be developed within learners as well as concern for others.

Questions that may be raised pertaining to open space education could be the following:

1. Will the materials at each learning center be relevant for learners in terms of gaining needed understandings, skills, and attitudes?

2. Can learners develop learnings sequentially when making decisions pertaining to what they learn as well as the media to be utilized?
3. Will each learner be responsible enough to achieve to his or her optimum when making decisions pertaining to what will be learned?
4. Will improved attitudes toward learning and other learners be in evidence as pupils select what they wish to learn?
5. Can individual differences be adequately provided for at the different learning centers?
6. Can the materials at each learning center be changed frequently enough to develop and maintain pupil interest in learning?
7. Will open space education harmonize with the teaching styles of individual teachers?

Career Education

A rather recent innovation in American education is career education. Selected educators have felt that students graduating from the public school years have not received adequate information on career opportunities. Further, it is felt that public school students upon graduation have not been prepared for selecting a career when entering the labor market. Individuals too frequently have drifted into a career rather than selecting a vocation which is satisfying to the individual.

Thus, in selected public schools in the United States, a kindergarten through grade twelve sequence in career education is in evidence. As students progress through the public school years, they are to achieve relevant objectives pertaining to understandings, skills, and attitudes in career education. A variety of learning experiences such as using films, filmstrips, slides, reading materials, resource personnel, and excursions, among others, should

aid learners in understanding diverse careers. Work experience for senior high students definitely is important in programs of career education.

Questions that can be asked about programs in career education could be the following:

1. Will these programs help students to decide upon a satisfying, worthwhile vocation?
2. Are careers stable enough in terms of change so that relatively permanent understandings, skills, and attitudes can be developed useful to the learner in terms of selecting a future vocation?
3. Will pupils experience enough of reality to attach meaning to learnings developed pertaining to careers?
4. Does the school system have adequate teaching materials to use in teaching units on career education?
5. Can interest be developed and/or maintained within young children when teaching units on career education?
6. Who should determine objectives in units on career education? The teacher? Society? The pupil?

Competency Based Teacher Education

Much writing in educational literature pertains to a rather recent innovation entitled competency based teacher education. Basically, in this approach, undergraduate programs in the education of prospective teachers would place major emphasis upon competencies that teachers need to develop. To be certified as a professional teacher upon graduation, the student would need to demonstrate selected competencies in teaching. Traditionally, prospective teachers have taken course work in general education and professional

education. The undergraduate degree program for the student ended in student teaching. Most of the course work in the past pertaining to general education and professional education course work related to listening to lectures, viewing and discussing content from audio-visual materials, and then being tested over learnings gained. Rather recently, in professional education courses, practical experiences are provided for future teachers in terms of working in actual classroom situations early in the undergraduate program, and participating in preteaching experiences prior to student teaching. Thus, today's undergraduate student in teacher education is receiving more experiences in teaching in actual classroom situations as well as clinical experiences. This would make it possible to practice selected teaching skills until they have become an inherent part of the future teacher.

Questions that may be asked pertaining to competency based teacher education may be the following:

1. Can recommended teaching skills be definitely identified for prospective teachers to master before being certified and licensed to teach?
2. Who is to identify these teaching skills as a basis for certifying future teachers?
3. Can these teaching skills be written precisely so it may be measured if these competencies have been achieved by students in teacher education?
4. Will selected important skills in teaching be minimized since it may not be possible to write these precisely?
5. How will students in teacher education programs be able to reveal needed competencies in competency based programs?
6. Who is to assess if these competencies have been achieved?

7. Will competency based teacher education programs aid in developing teachers who in the future will do a better job of providing for individual differences among learners?

New Approaches in Supervising Instruction

Teachers using behaviorally stated objectives in teaching could be supervised differently as compared to traditional approaches. Traditional approaches to supervision of instruction may have emphasized the following techniques:

1. The supervisor studying the lesson plan developed by the teacher prior to observing actual teaching.
2. The supervisor becoming knowledgeable about the capacity, achievement, and home background of pupils to be observed in actual teaching-learning situations.
3. The supervisor having a conference with the teacher following the observational visit.
4. The teacher and supervisor developing basic agreements as to ways of improving the quality of teaching.

The criterion referenced approach to supervision of instruction would be emphasized in situations involving the use of behaviorally stated objectives. Here the supervisor basically would follow the following procedure prior to and during the time an observational visit is made to the class setting:

1. The supervisor would first of all study the objectives of the teacher. These objectives may be revised through the cooperative efforts of the teacher and supervisor.
2. The supervisor would then observe actual teaching going on.

3. Following observation of teaching, the supervisor would observe if learners have actually achieved the measurable behaviorally stated objectives.
4. Objectives which have not been achieved by selected learners may be modified or deleted.
5. Alternative learning experiences are then suggested for pupils in order that the remaining relevant objectives may be achieved.

Questions that may be asked of the criterion referenced approach to supervision could be the following:

1. Can relevant objectives for pupils really be selected objectively by the teacher and the supervisor?
2. Does the supervisor have enough time available to assist in determining relevant objectives for learners prior to observing actual teaching-learning situations?
3. Can the supervisor in reality determine if pupils have achieved stated behavioral objectives?
4. Are there more important facets of learning other than achieving stated objectives only? What about objectives coming from learners?
5. Could pupils be pressured excessively to achieve stated objectives?

Linguistics in the Language Arts Curriculum

Much has been written about linguistics in the language arts curriculum. The linguistic school of thought in the language arts curriculum emphasizes the following:

1. the use of oral language should be the heart of experiences in the curriculum area of the language arts.
2. pupils should develop understandings pertaining to how the English

language has changed over the years.

3. it is important to describe and understand how the English language operates (a study of grammar).
4. pupils should understand different levels of usage. Learners then should understand that speaking and writing involve choices in terms of words utilized.
5. learners need to understand and be able to use diverse sentence patterns such as the subject-predicate pattern, the subject-predicate-direct object pattern, the subject-predicate-indirect object-direct object pattern, the subject-linking verb-predicate adjective pattern, and the subject-linking verb-predicate noun pattern.
6. pupils should be able to expand simple sentences through the use of modifiers and appositives. They should also be able to expand sentences through compounding words, phrases, and sentences as well as through the use of subordinate clauses.
7. learners should learn to spell words by perceiving patterns. Thus, a pattern will be observed by pupils when learning to spell words such as the following:

can	pan
Dan	ran
Nan	tan
ban	fan
man	van

8. selected linguistics emphasize pupils learning to read using word families or patterns of words such as the "can family" of words noticed previously. However, it is difficult to write meaningful sentences using words, for example, contained in item seven above.

9. the language experience approach is recommended in guiding pupils in beginning reading in particular, as well as later reading achievement. Thus, pupils would have a common experience from an excursion, from audio-visual aids, or from listening to a story. Following this experience, early primary grade pupils would present content which the teacher would record in neat, legible manuscript letters. Pupils with teacher guidance then would read the content.
10. learners should develop skills pertaining to developing new sentences. Thus, for example, the pupil may change a declarative sentence to a sentence containing a negative, or to an interrogative sentence. The original sentence can also be transformed to an imperative or exclamatory sentence.
11. pupils should understand and appreciate diverse dialects as well as standard and nonstandard English. Forcing students to make changes in usage is not recommended, basically. Learners may develop increased competence in standard English when listening to models such as the teacher and other learners as well as from speakers through recordings.

Questions which may be asked about the linguistic approach to grammar and usage may be the following:

1. Will the linguistic approach to the study of grammar become as formal as traditional grammar?
2. Will pupils develop more proficiency in presenting ideas orally with clarity utilizing the linguistic approach in the language arts curriculum as compared to more traditional approaches?
3. Will pupils who speak nonstandard English become more proficient in learning standard English when recommendations of linguists are followed?

4. With the study of historical grammar, will learners appreciate more fully the achievements that have been made in present day standard English and communication in general?

5. Can learners learn to use the English language at different levels such as in formal speaking and writing situations as well as in informal speaking situations such as in conversing with others?

6. Will teachers follow recommended principles of learning which are in harmony with child growth and development characteristics in emphasizing the linguistic approach to grammar and usage?

Alternative Schools as an Issue

Much is written in educational literature about alternative schools. Thus, selected school systems in the United States are developing or maintaining alternative schools such as the continuous progress or ungraded school, the traditional school which may consist largely of the graded school with a subject centered curriculum, open space education, and schools without walls. The community could largely serve as a focal point for learnings developed by pupils in the school without walls. The classroom in this type of school would specifically be utilized to plan objectives, learning experiences, and approaches in evaluating learner achievement.

Questions that may be raised about diverse alternative schools may include the following:

1. Will these schools actually provide for diverse interests of learners, or will they merely indicate a change as far as name or title of school is concerned?

2. Will parents as well as their offspring, teachers, and guidance counselors be able to choose the kind of school that will best

benefit the youngster?

3. Can selected teachers operate well within the framework of newer kinds of schools such as schools without walls?
4. Will the type of school selected for individual pupils actually be of major benefit to these learners in the future?
5. Will school systems have the necessary teaching materials and assistants in developing a comprehensive program of alternative schools?
6. From whose perception will continuous progress of learning be in evidence? Will it be from the child? From the teacher? Or, from both the child and the teacher?
7. Will pupils lose out on learning the 3R's and other basic learnings when selecting an alternative school?

Structure of Knowledge

During the 1960's curriculum specialists as well as selected psychologists emphasized the importance of academicians identifying structural or key ideas pertaining to their area of specialty. Thus, for example, college and university professors in the diverse areas of the social sciences would identify major ideas from the disciplines of history, geography, political science, sociology, anthropology, and economics. Teachers in the public schools may then have learners inductively develop these key ideas in various units of study throughout the public school years.

Among others, Jerome Bruner, from Harvard University, has been instrumental in emphasizing the importance of pupils developing structural ideas as identified by academicians in their area of specialty. Pupils also may utilize methods and procedures of content specialists in their area of

specialty. Thus, for example, pupils would gain structural ideas as do geographers, historians, anthropologists, and other specialists in the social sciences.

Selected questions that may be asked pertaining to pupils developing major understandings and utilizing methods and procedures of content specialists could be the following:

1. Can academicians agree upon the structure of knowledge pertaining to disciplines representing their areas of specialty? For example, can anthropologists agree upon structural ideas in anthropology?
2. Can interest be developed within learners in wanting to develop learnings pertaining to the structure of knowledge?
3. Are teachers able to present these structural ideas on the understanding level of pupils?
4. Can pupils in a meaningful way in classroom situations use methods and procedures advocated by content specialists in their area of specialty?
5. Is there a conflict between developing structural learnings as compared to pupils identifying meaningful problems?
6. Is it possible for teachers to be thoroughly familiar with methods and procedures utilized by content specialists in order to help learners in the class setting to use these processes?

Basal Readers

In the United States, many public schools use a selected series of basal readers to provide major learning activities for pupils in reading. Leading basal readers have an accompanying teacher's manual. The manual, in many

cases, contains some excellent learning activities for children. Thus, the teacher or teachers may select which learning activities to utilize with a given set of learners.

In many elementary classrooms in the United States, the teacher places children into three different achievement levels in reading within the class setting. Thus, the teacher is attempting to stress homogeneity in reading within each of these groups. The slowest group of children will not achieve at as high a rate as compared to more talented readers in the other groups.

In using basal readers in the reading program, the teacher generally may use approaches such as the following in getting pupils ready for reading:

1. Develop background information within pupils prior to reading a given selection by discussing content from related pictures, filmstrips, slides, and other audio-visual materials.
2. Have pupils see new words in print on the chalkboard prior to reading the selection. Methods of teaching must be varied. Thus, pupils can see these new words prior to reading thus making it easier to read content in the ongoing learning activity. Pupils should also attach meaning to these new words as they will be used in context in the ongoing reading activity.
3. Ultimately, pupils should raise questions whereby content can be read from the basal reader to obtain needed information in answer to these problem areas.

Leading basal readers are attractive in appearance with interesting illustrations for pupils which will aid them in understanding what is being read.

Questions that may be asked about the use of basal readers could be the following:

1. Does the basal reader or readers being utilized in the classroom

setting provide adequately for diverse interests and abilities of learners? Would an individualized reading program provide better for individual differences whereby the learner would select which library book to read at his own optimum rate of speed?

2. Do teachers rely too heavily in utilizing ideas contained in the teacher's manual accompanying the basal reading series being utilized? Should teachers use more of their own creative methodology in teaching-learning situations? (The methodology used should harmonize with recommended principles of learning.)
3. Who should sequence learnings in reading instruction? The teacher? The pupil? Writers of textbooks?
4. Can individual differences be adequately provided for when utilizing the basal reader approach in the teaching of reading?

Textbooks in Spelling and Handwriting

Some elementary schools stress the importance of utilizing spelling and handwriting textbooks in the language arts curriculum. Writers of these textbooks attempt to provide sequential learnings for pupils. In handwriting textbooks then, the writer has attempted to determine relevant learnings for pupils sequentially in areas such as letter formation, spacing of letters and words, alignment, slant of writing, and legibility in general. Writers of spelling textbooks attempt to select relevant words for pupils to learn to spell. Thus, for each week of the school year, pupils can learn to spell correctly a specific set of words. Learning activities are contained in the textbook which aid pupils in learning to spell these selected words. If the handwriting and spelling textbook is followed through sequentially, the writers determine objectives, learning activities, and evaluation procedures in teaching-learning situations.

Questions that may be asked pertaining to the use of handwriting and spelling textbooks may be the following:

1. Who should determine objectives, learning experiences, and assessment procedures? The teacher? The child? Writers of textbooks?
2. Who should ascertain sequence of learnings for pupils?
3. Should handwriting textbooks be utilized in developmental programs of instruction or should they be used as the need arises to help pupils improve needed skills following diagnosis?
4. Can learning activities be varied adequately when thoroughly using textbooks pertaining to teaching handwriting and spelling?

Balance in Objectives

It is important for teachers to emphasize balance between and among objectives in teaching-learning situations. Thus, teachers must stress understandings, skills, and attitudinal objectives with balance among these categories. Certainly, attitudinal objectives are very important to stress in teaching-learning situations. Good attitudes on the part of learners will help them to achieve generally to their optimum in understandings and skills objectives.

When stating measurable objectives pertaining to observable behavior as an end result, the teacher must be careful in identifying an adequate number of attitudinal objectives. This category of objectives seemingly is more difficult to state precisely as compared to understandings and skills objectives. Thus, in teaching-learning situations, learning activities must be selected which will help learners to achieve desired attitudinal objectives. Appropriate assessment procedures must be utilized to determine if an adequate number of attitudinal objectives has been achieved by learners. Balance then

must be in evidence among understandings, skills, and attitudinal objectives in teaching-learning situations.

Questions that may be asked about stating attitudinal objectives in terms of measurable behavior may be the following:

1. Can relevant attitudinal objectives be stated in terms of measurable behavior?
2. Should more of these objectives be stated as general objectives?
3. If schools require the writing of specific objectives pertaining to attitudes, will these objectives become slighted in teaching-learning situations?

Modern Mathematics

During the 1960's, in particular, many changes were made in the mathematics curriculum. The structure or key ideas in mathematics was emphasized as being very important for pupils to understand. Learners inductively were to develop understandings pertaining to these structural ideas. Thus, as pupils progress through the public school years, they would understand in greater depth concepts and generalizations such as the following:

1. the commutative and associative property of addition and multiplication.
2. the identity element for addition and multiplication.
3. property of closure.
4. the distributive property of multiplication over addition.

In modern mathematics programs of the 1960's more units pertaining to geometry were taught as compared to previous times. Thus, more complex learnings were being sequenced to earlier grade levels. For example, on the first or second grade levels, pupils would be developing understandings pertaining to lines, line segments, rays, points, and planes. Early primary grade pupils in

the geometry curriculum in a meaningful, interesting, and purposeful way would develop learnings pertaining to squares, circles, rectangles, triangles, parallelograms, and other geometrical figures.

Questions that can be raised about modern mathematics could be the following:

1. Can pupil interest be developed effectively in developing learnings pertaining to structural ideas in mathematics?
2. Is too much time spent in teaching-learning situations by having pupils develop learnings inductively?
3. Does geometry have the same kind of utility values that arithmetic can have for pupils?
4. How can balance be maintained among arithmetic, algebra, and geometry in the mathematics curriculum?
5. What is relevant for pupils to learn in the mathematics curriculum?

In Summary

Teachers, supervisors, and principals must continually study issues in education. Based on knowledge decisions must be made in terms of what to advocate or implement and what to refute or modify in determining a relevant curriculum for learners.

Questions to Consider

1. Read selected educational articles pertaining to controversial issues in education. Which issues are stressed most frequently? Why?
2. When viewing the entire spectrum in education, which facet or facets, do you feel, need improvement? Why?

3. In which curriculum area, do you think, are individual differences least provided for? Why do you think this is happening? How could these deficiencies be overcome?

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CHAPTER FIVE

TRENDS IN THE CURRICULUM

It is important for teachers, supervisors, and principals to continually evaluate each curriculum area to keep it updated. Thus, faculty meetings, workshops, and conferences may be utilized to study relevant trends in the curriculum. Public school personnel should work in the direction of implementing needed findings. There generally will be a gap between where schools are presently in curriculum development as compared to where they should be as recommended by specialists in the area of curriculum. What are selected recommended trends in diverse curriculum areas?

Language Arts

The areas of listening, speaking, reading, and writing comprise the language arts. Each learner must be accepted in terms of present achievement and guided in the direction of achieving continuous progress.

In the area of listening, pupils need to develop skills pertaining to comprehending content for a variety of purposes. Thus, learners should achieve continuous progress in the following purposes in listening:

1. listening to gain facts, concepts, and generalizations.
2. listening to separate opinions from facts and accurate statements from inaccurate statements.
3. listening for the purpose of developing creative ideas.
4. listening to obtain information in problem solving activities.
5. listening to follow directions as well as sequence or order of ideas.
6. listening to content for enjoyment and relaxation.

It is important to have a classroom environment which is conducive to listening. Thus, factors such as the following should be kept in mind for pupils to develop to their optimum in listening.

1. The class setting should have a properly ventilated area with appropriate temperature readings.
2. Speaking voices should be clear, using appropriate volume to communicate ideas.
3. Audio-visual aids, such as the use of pictures or slides, can guide in clarifying ideas during an oral presentation.
4. Pupils who have difficulty in hearing should sit as close as possible to the speaker.
5. Learners should feel relaxed and free from threat in ongoing learning experiences.
6. Content that is presented to listeners should be meaningful.
7. Presenters of ideas should be enthusiastic in conveying content.
8. Proper order in presenting information orally to listeners is important.

Speaking and listening are definitely related to each other. Definite goals in speaking must be achieved by pupils to enhance the individual. Effective means of presenting content orally assists listeners in gaining needed ideas and thus develop more proficiency in listening. Goals which pupils should achieve in speaking may well include the following:

1. learners should achieve to their optimum in diverse kinds of speaking activities, such as in conversing with others, discussing content in group settings, interviewing others, introducing individuals, presenting oral reports, and telling stories.
2. a pleasant speaking voice should be in evidence when communicating

ideas orally.

3. proper stress, pitch, and juncture must be inherent in communicating ideas orally to others.
4. adequate background information is necessary to convey information effectively to listeners.
5. enthusiasm on the part of the speaker is important regardless of the kind or type of speaking activity emphasized.
6. pupils must listen carefully to the thinking of others when interacting with diverse individuals involving the oral use of language.
7. speakers must show interest in others when communicating ideas orally.
8. learners must perceive purpose in ongoing speaking activities.
9. proper sequence of ideas is important when communicating content to others.
10. interesting content should be selected in situations involving the presenting of ideas to listeners.

Each pupil should be guided in achieving continuous progress in speaking. Definite goals should be developed cooperatively by learners and the teacher pertaining to speaking. Pupils should be guided in achieving these objectives through a variety of learning experiences. The learning experiences should be of interest to pupils as well as be meaningful, purposeful, and provide for individual differences. The following, among others, may provide relevant learning experiences for pupils in the area of speaking:

1. Presenting an oral report to the class using related visual materials in the presentation. The oral report relates to an ongoing unit of study such as reporting on farming in Japan when studying a unit on southeast Asia.
2. Discussing solutions to a problem, such as standards of conduct for

learners to follow in the class setting.

3. Introducing visitors and newly arrived pupils to others in the class setting.
4. Conversing with the teacher, pupils, and the principal in the school cafeteria.
5. Telling stories to other learners in small groups.
6. Reading content orally for enjoyment to others.
7. Interviewing a resource person who has much knowledge pertaining to an ongoing unit of study.

Reading is considered to be a major skill that schools should accept responsibility for in the teaching of pupils. Thus, it is important to have a good reading readiness program for pupils prior to engaging in a more formal program of reading instruction. It is, of course, equally important to have quality reading instruction following the reading readiness program.

There are many kinds of learning experiences that can aid learner achievement in a reading readiness program on the kindergarten and first grade levels. The following, among others, could be some of these learning experiences:

1. Taking excursions to a farm, a shopping center, a museum and a zoo aids pupils in getting needed content for reading. Background information then is developed within pupils as a result of these worthwhile learning activities. Later on, no doubt, pupils will be reading abstract words pertaining to what has been experienced in these excursions. Thus, reading of abstract words becomes more meaningful as a result of having had related field trips. The printed word is then related to experiences which learners have had.
2. Seeing neatly printed labels in manuscript print on selected objects

aids pupils in recognizing new words in print. Thus, the teacher may print the following words in manuscript print and place them on the related objects: "desk," "chair," "globe," "map," "toy," "window," and "door." The labeled objects should be selected in terms of content which learners will read later on.

3. Reading selected library books to pupils stimulates learners in wanting to read. The teacher should select and read library books with large, appealing illustrations to learners in a reading readiness program. The content must be interesting and on the understanding level of pupils. Thus, as the teacher reads orally to learners pictures in the library book can be shown to pupils. This learning activity should guide learners in wanting to learn to read. If the content of library books read orally to pupils is interesting, listeners will want to develop needed skills in reading to gather needed information.
4. Reading corners should be inherent in any classroom. The teacher and librarian must have an ample number of library books in a reading corner to provide for diverse interests and achievement levels. The teacher could tell some interesting things about carefully chosen library books so that learners will want to browse through them. Eventually, pupils may ask the pronunciation of selected words, and thus notice likenesses and differences in configuration of words.
5. Hearing likenesses and differences in words helps learners in recognizing new words. Pupils should have ample opportunities to hear and say rhyming words. For example, the teacher may read rhyming poetry to pupils. Ultimately, pupils should be able to give words which rhyme from the poems as well as from words which the teacher pronounces.

The teacher may present a word such as "bat," and have pupils give rhyming words such as "cat," "fat," "hat," "sat," "pat," "mat," and others.

With proper sequence in learning, pupils may also present words, for example, which begin like "bat," "cat," "hat," and so on. These learning experiences should aid learners in developing skills pertaining to phonetic analysis. Later on in a more formalized program of reading, pupils should become more proficient in associating symbols with sounds.

6. Marking letters and words which are alike or different in configuration is an important learning activity for pupils. Good sequence from the learner's perception is always important in learning activities. The child, for example, could cross out the letter that appears different than the other two letters--h a h, l l c, i d d. Gross differences between and among letters should come first in sequence for pupils in learning experiences involving the use of configuration clues. Later on, pupils may cross out a letter where finer differences in discrimination are involved--c a c, m o o, l l b. Learners may also cross out a word which differs in appearance from the other two words--boy boy girl, monkey ape monkey, doll doll rug. Having pupils notice likenesses and differences between letters and words guides learners in identifying new words through the use of configuration clues. Using configuration clues or the sight method is a recommended way of identifying new words in sentences.
7. Writing experience charts helps pupils perceive that background information may be written down. Thus, pupils may have experiences pertaining to taking an excursion, seeing a film, or filmstrip, or

viewing pictures. Pupils can then present ideas or content to the teacher who may then record what learners have presented. Following the recording of ideas, pupils may then read the written information together as the teacher points to the content being read. Thus, pupils have opportunities to develop a sight vocabulary, notice sounds that letters make, and appreciate written content.

8. Using pictures in teaching-learning situations may guide pupils to use picture clues in identifying new words. The teacher needs to have a good supply of pictures to teach pupils. Pictures aid in clarifying ideas and stimulating pupil interest in learning. The teacher needs to select pictures carefully in guiding pupils to tell what is actually happening in terms of content in the picture. Learners should also be assisted in hypothesizing what happened prior to and after the given scene in the picture. Later on in a more formalized program of reading instruction, pupils may identify new words through the use of picture clues. For example, in reading the following sentence in reading, the child may stumble on the last word: Bobby saw a _____. There are many words that would make sense in terms of context such as "bat," "log," "man," "boy," "cat," and so on. The learner here may be aided in identifying the unknown word by using phonetic analysis. In the sentence: Bobby saw a c_____, the child could eliminate all of the above named words but "cat." The picture on the printed page may show a "cat" and thus aid the child in identifying an unknown word through the use of picture clues. Thus, the teacher should guide learners in identifying new words through the use of picture clues.
9. There are many other learning activities which are excellent in a reading readiness program. Films, filmstrips, slides, objects, models, and

use of the overhead projector can be excellent means of developing background information within pupils. Ideas gained from these learning experiences can be discussed among pupils with teacher direction.

The teacher certainly will wish to evaluate if pupils are ready for a more formal reading program. The following questions may guide the teacher in assessing if learners are ready to move beyond the reading readiness program:

1. Do pupils select library books on their own for browsing?
2. Do individual pupils ask how selected words are pronounced?
3. Are learners eager for participating in learning experiences involving reading readiness activities?
4. Do pupils show evidence of developing a basic sight vocabulary?
5. Are individual pupils able to distinguish selected rhyming words from those which do not rhyme?
6. Can learners give words which have the same beginning sound as do selected words given by the teacher?
7. Do pupils enjoy working together with other children in the class setting?
8. Is there good rapport between the teacher and pupils?

In a more formal reading program, the teacher will wish to emphasize objectives such as the following as pupils gradually progress through the elementary school years:

1. reading for a variety of purposes, such as reading critically and creatively, reading for a sequence of content, reading to follow directions, reading to skim ideas, reading for facts, and reading for main ideas and generalizations.

2. using selected reference materials, such as reputable encyclopedias, atlases, newspapers, magazines, pamphlets, and dictionaries.
3. using the tools of research, such as the card catalog, the index, and the table of contents.
4. reading for enjoyment, such voluntarily reading the contents of library books and other literary works.
5. developing proficiency in a variety of approaches to word recognition, such as using context clues, picture clues, phonetic analysis, syllabication, structural analysis, and configuration clues.
6. relating ideas gained through reading and using them in new situations.
7. appreciating contributions made in the field of literature from different writers.
8. analyzing literature in terms of the setting of the story, characterization, and the plot of the story.

The last vocabulary to be developed by learners is the writing vocabulary. It was noticed, however, that pupils can observe oral language being written down when experience charts are being developed with teacher guidance. As pupils progress through the elementary school years, they should achieve relevant goals in writing.

1. Pupils should develop feelings of an adequate self-concept so that creative ideas may be expressed in writing.
2. Learners should appreciate creative ideas expressed by others.
3. Pupils should be able to write diverse kinds of poetry, such as couplets, triplets, haiku, quatrains, tankas and limericks.
4. With continual progress, pupils should become more proficient in writing tall tales, mystery and suspense stories, myths, legends,

and other forms of creative content.

5. Learners should write meaningful business and friendly letters.
6. Pupils need to become proficient in writing for a variety of purposes, such as writing announcements, plays, notes of sympathy, and thank you notices for favors received.
7. Continuous progress in the correct spelling of words must be emphasized.
8. Legible handwriting is important, such as proper formation and size of letters, correct spacing between letters and words, proper alignment of letters and words, and appropriate slant of content written.
9. Proper punctuation must be stressed such as placing commas after words in a series, periods after declarative and imperative sentences, question marks after interrogative sentences, and exclamation points after exclamatory sentences.
10. Acceptable capitalization should be stressed such as capitalizing the first letter of each proper noun (James, Arthur, Jenny, et. al.), titles of individuals such as Reverend, Doctor, Captain, etc., and names of days of week and months of year.
11. Proper usage needs to be emphasized in order to communicate content clearly. (Issues in standard versus nonstandard English will not be discussed here.)

Social Studies and the Child

The curriculum area of social studies should guide pupils in becoming democratic citizens. This would mean that learners would develop improved feelings and acts of respect toward others. There are important understandings, skills, and attitudinal objectives that pupils need to achieve in a modern program of social studies.

1. Pupils should develop main ideas and generalizations supported by facts pertaining to diverse people and nations on the face of the earth.
2. Learners need to develop feelings of appreciation toward contributions of other people, subcultures, and nations.
3. Pupils need to develop proficiency in identifying and attempting to solve relevant problems in society.
4. Critical and creative thinking must be stressed in teaching-learning situations. Thus, pupils may receive practice in separating fact from opinion, reality from fantasy, and accuracies from inaccuracies in the skill of critical thinking. When engaging in creative thinking, pupils will develop novel, different, and unique productive ideas and products.
5. The tools of research should be mastered by pupils. Continual progress then will be made in the areas of utilizing the index, table of contents, card catalog, encyclopedias, diverse series of textbooks, atlases, reputable almanacs, films, filmstrips, slides, models, library books, and other needed references.
6. Learners need to develop proficiency in cause and effect thinking. Thus, for example, pupils would not look at happenings on the local, state, national, and international levels as being isolated. Rather, students would attempt to perceive causes of happenings such as causes of World War I, World War II, the Middle East conflict, and others.
7. Pupils should want to develop understandings in depth rather than surveying content. Thus, in ongoing units of study, pupils would develop understandings, skills, and attitudes in depth pertaining to such areas as the music, architecture, art, and other cultural

factors of a unit being studied as well as related history, geography, government, and economics.

8. Learners should perceive knowledge as being related. Too frequently, each discipline of the social sciences has been studied separately. The interdisciplinary approach in integrating content in problem-solving situations would be recommended rather than the separate subjects approach.

9. It is important for pupils to have an adequate number of units pertaining to the Western World; however, nonwestern cultures also have their importance in the social studies curriculum. Thus, an adequate number of units should be taught on areas such as India, Pakistan, Japan, countries of Southeast Asia as well as the Middle East.

10. Pupils need to develop increased skill in working effectively on committees. When working on committees, learners should participate to their optimum, work together harmoniously, and plan objectives, learning experiences, and assessment procedures with teacher guidance.

11. Continuous progress should be made in reading social studies content for a variety of purposes such as in skimming content, reading critically and creatively, comprehending facts and sequence of ideas as well as in reading to follow directions.

12. Pupils should develop their vocabularies to the optimum in social studies. Social studies has its own unique vocabulary as well as a vocabulary which cuts across diverse disciplines and curriculum areas.

13. Learners should be able to utilize in life outside of school that which has been learned in school. Developing skill to utilize what has been learned previously is important for learners.

14. It is important for learners to develop positive attitudes toward learning in the social studies. Optimum achievement in learning can then take place as a result of developing desired feelings toward the social studies curriculum.

Science and the Child

Individuals in an industrialized American society live in a scientific age. Thus, it is imperative that pupils develop relevant understandings, skills, and attitudes in the curriculum area of science. The curriculum area of science should receive as much emphasis in importance as compared to either mathematics, social studies, and the language arts. It is important then to have rational balance in the curriculum when emphasizing different curriculum areas in teaching-learning situations.

There are selected trends which public schools should emphasize in updating the curriculum area of science.

1. Pupils should have ample opportunities to identify problem areas in a stimulating environment. The learning environment should contain reading and nonreading materials which will guide learners in asking personal relevant questions. Thus, problem solving can be implemented in teaching-learning situations when the initial problem or question has been identified and adequately delimited.
2. Many learning experiences in science should center themselves around the use of experiments. Thus, in diverse units of study in science, pupils need to be actively involved in experimentation. Learners themselves should plan and conduct these experiments with teacher guidance. Experiments may be utilized to gather information in the solving of problems. Prior to performing experiments related to

ongoing units of study, pupils should practice skills pertaining to hypothesizing as to the outcomes of the experiment. Adequate commercially purchased science equipment must be available for conducting experiments. Pupils as well as the teacher may also bring to the class setting needed materials, objects, items, and equipment needed for a modern program of science.

3. Variety in learning experiences is important for pupils. Thus, pupils need to have learning experiences pertaining to the following kinds of learning activities: the use of experiments and demonstrations; reading and discussing content from diverse series of science textbooks, library books, encyclopedias, and other reference sources; viewing and discussing content from films, filmstrips, slides, educational television and pictures; viewing and discussing content when utilizing the opaque and overhead projectors; observing and clarifying ideas from excursions; and listening to and evaluating ideas gained from tape recordings, newsbroadcasts, and discussion groups.
4. Balance in understandings, skills, and attitudinal objectives is important. Thus, pupils would develop relevant understandings pertaining to ongoing units of study in science. Appropriate skills and attitudes would also be developed by learners in units of study in the curriculum area of science.
5. Integration of different curriculum areas is important in science. Units of study in science lend themselves very well to being integrated with social studies, mathematics, language arts, health, art, music, and physical education.
6. Teachers should plan an ample number of excursions for learners.

Thus, pupils have opportunities to experience reality. Too frequently, learnings have become highly abstract for pupils. The real environment is important for pupils to learn from.

7. Balance must exist in terms of pupils' developing learnings inductively as well as deductively. It would be very time consuming to have pupils learn everything through discovery or inductively. Pupils may also develop understandings when receiving generalizations through explanations, reading, and audio-visual aids. However, pupils should have ample opportunities to develop learnings inductively in problem-solving situations.
8. Objectives are stated more specifically than formerly in order to determine more precisely what will be taught. Vagueness in stated objectives is not advocated. Thus, teachers, supervisors, and principals must determine the level or levels of specificity desired in objectives. Creative thinking, critical thinking, and problem solving are important objectives in the science curriculum. Too frequently, specific objectives used in teaching-learning situations have emphasized rote learning, memorization, and recall. This is to be frowned upon. There are important facts for pupils to understand in a modern program of science. However, facts should be utilized in doing critical and creative thinking as well as to seek solutions to problems.

Humanistic educators have emphasized the importance of affective or attitudinal objectives. Thus, pupils are to engage in decision-making as to what is to be learned. At various learning stations then, pupils would select from a series of tasks on a task card as to which learning activity or activities to participate

in. Also, the learner may select the media to be used in learning, such as reading content, using audio-visual media, discussing content, as well as other activities.

As a final statement pertaining to updating the science curriculum, it is important that an adequate number of workshops and faculty meetings are devoted to improving the science curriculum. Participants at these meetings should have ample opportunities to identify problem areas in the teaching of science. Thus, through study and discussion needed solutions may be found pertaining to problems in the teaching of science.

Mathematics and the Child

During the 1960's, the mathematics curriculum changed much from the decade of the fifties. Perhaps, during the sixties, the area of mathematics changed more than any other curriculum areas in the public schools. Everyone at that time was talking about "modern mathematics."

Mathematics teachers should study trends in the teaching of this curriculum area and work in the direction of changing from what exists presently to what should exist in teaching-learning situations.

1. Certainly, pupils should be able to use mathematics in everyday life. Learners buy selected goods and services at stores. Payment is made for what is purchased. Change is received from money left over after payment has been made. Teachers must find ways in which pupils can use in functional situations that which has been learned previously.
2. Learners need to understand number theory. Thus, as pupils progress through the public school years, they will again and again at more complex levels understand, among other things, the commutative property of addition and multiplication, the associative property

of addition and multiplication, the additive and multiplicity identity, the property of closure, and different number systems.

3. Geometry must receive ample attention in teaching-learning situations in the mathematics curriculum. Learners see geometry all around their environment. Buildings contain windows and doors shaped like squares and rectangles. Selected windows may have the configuration of a circle. Thus, geometry is near to us and is visible in everyday life.

4. The mathematics curriculum must be individualized for pupils. Each child is at a different achievement level as compared to other learners in a class. Thus, provision must be made for individual learners. There are several approaches, among others, which may be utilized in providing for each child in the classroom. The teacher could pretest learners to find present achievement levels in mathematics. Pupils may then begin work at a specific place and unit using a reputable series of mathematics textbook as a guide. Assistance is given to each pupil as needed. The teacher may also develop a unique program of mathematics for each pupil. Thus, each pupil could achieve continuous progress in mathematics. Teacher-pupil planning could be utilized here whereby continuous progress in mathematics is in evidence. As another approach in providing for individual pupils, the teacher could have learners work at diverse algorisms in solving problems. Thus, for example, if learners are adding numbers such as the following: 64 + 27 + 18 = each child should determine which algorism is most meaningful for him. A pupil could add the numbers from the ones column first and regroup the sum in terms of ones and tens. The tens could then be

added to the tens column in the addition problem above. A second child could begin adding the tens from the tens column; this would be followed by adding the values from the ones column followed by regrouping so that any value of ten from the ones column can be added to other tens.

5. Pupils should have ample opportunities to develop learnings inductively. Thus, if pupils encounter a different problem such as the following, they should be able to arrive at needed solutions:

   Jimmy had fifty-five cents; he bought kite string for 16 cents. How much money did he have left?

   Various responses may be made by learners in determining how much money Jimmy had left. One child could suggest counting from 16 to 55 to state how many cents Jimmy had left. A second child may suggest counting backward from 55 to 16 to determine how many cents Jimmy had left. A third child may suggest a more sophisticated approach in arriving at the correct answer through regrouping and renaming such as in renaming 55 in terms of four tens and fifteen ones. Thus, six may be taken away from fifteen and one ten may be taken away from the four tens leaving three tens and nine ones or 39 as the answer to the original problem. Pupils then should have ample opportunities to develop learnings inductively or through discovery.

6. Mathematics laboratories may provide stimulating experiences for pupils. The laboratory should give pupils ample opportunities to experiment with diverse materials using concrete, semi-concrete, and abstract materials. Thus, for example, pupils would measure the

length, width, and height of selected objects and items of their own choosing using the metric system. They would weigh things in the nearby environment pertaining to the use of grams along with its larger and smaller division of weight. Liquid measure in the metric system would have as its root word--the liter; learners would use the liter in functional situations. In a mathematics laboratory then, pupils would be engaged in learning by doing rather than being passive individuals.

7. The concerns of pupils must be considered in an updated program of mathematics instruction. Thus, learners with teacher guidance may develop learning stations where pupils could be involved in making decisions pertaining to what is to be learned. At each learning station, pupils could select a task or tasks from among several on a task card. Learning stations such as the following may be in evidence:

   (a) reading center pertaining to materials on mathematics using library books, encyclopedias, and pamphlets.

   (b) filmstrip center where pupils individually or in small groups may view content on mathematics.

   (c) textbook(s) center where pupils may work problems pertaining to selected content.

   (d) art corner with a variety of media whereby pupils may draw diverse geometric figures pertaining to people, buildings, and creative content in general.

   (e) writing center pertaining to pupils writing stories and poems relating to ongoing units of study in mathematics.

In Summary

Teachers, principals, and supervisors must study trends carefully pertaining to all curriculum areas in the public schools. Selected trends may be found by reading content from recent periodical articles and textbooks. Knowledge of curricular trends may also be obtained by attending professional meetings in education and speaking with other professionals involved in the teaching profession. Workshops and faculty meetings should emphasize trends in teaching-learning situations.

Selected Questions

1. Which trends, do you think, are not emphasized adequately enough in the following curriculum areas in the public schools?
   (a) language arts.
   (b) social studies.
   (c) science.
   (d) mathematics.
2. Visit several class situations and determine which up-to-date trends are emphasized in
   (a) language arts.
   (b) social studies.
   (c) science.
   (d) mathematics.
3. Select several city school and state curriculum guides; which trends are emphasized most frequently in
   (a) the stated objectives?
   (b) diverse learning activities?
   (c) assessment procedures?

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CHAPTER SIX

ASSESSING PUPIL ACHIEVEMENT

There are diverse ways of assessing pupil achievement in the public schools. Each method of assessing pupil achievement that will be discussed has its strengths and weaknesses. Thus, many ways of assessing learner achievement need to be discussed. Not all methods of assessing achievement measure or evaluate the same or similar facets of learning. For example, one approach may measure intellectual achievement and not social growth. Or, the major emphasis in evaluating achievement using one approach may pertain to assessing emotional growth.

Using Teacher Observation

Teacher observation is used very frequently to assess pupil achievement. In fact, teacher observation may almost be utilized continuously to assess learner achievement. The teacher may assess facets of pupil growth in situations such as the following using teacher observation:

1. Attentiveness and interest to ongoing learning activities.
2. Physical health of individual learners.
3. Responsibility in completing ongoing learning activities.
4. Specific difficulties pupils experience in selected curriculum areas in the public schools.
5. The quality of social relations among children.
6. Respect for others shown by individual children.
7. Being able to share materials with other learners.
8. Proficiency in getting ideas through reading.
9. Using equipment properly in diverse curriculum areas.

10. Physical growth of individual children.
11. Feelings that pupils exhibit pertaining to diverse curriculum areas in the public schools.
12. Intellectual growth exhibited by pupils.

Other means of assessing pupil achievement need to be used in addition to teacher observation. This would be true due to the following reasons:

1. Teachers can forget what has been observed unless observations are recorded.
2. Observations are not always accurate.
3. Teacher observation does not assess pupil achievement equally well in different facets of pupil development.

Using Anecdotal Statements

Periodically teachers need to record what has been observed. Otherwise, observations may become hazy or forgotten. The teacher may record pupil behavior every two to three weeks for each child. The behavior recorded should be representative behavior of a child. What is recorded should accurately describe a child's behavior. Loaded words are to be avoided. Thus, in recording pupil behavior over a period of time, the teacher may notice a pattern of behavior for each individual learner.

There are cautions to follow in writing anecdotal statements for each pupil.

1. The statements should pertain to a random sampling of behavior for each child.
2. The anecdotal statements are written to aid a teacher in doing a better job of teaching and not to gossip about learners.
3. Pupils behave differently with different teachers; it is doubtful

if the passing on of anecdotal statements to other teachers has any value.

4. Anecdotal statements should be carefully guarded so that only responsible people have needed access to these records.
5. There is some question as to the length of time these records should be kept. Individuals have suffered in obtaining employment due to employers viewing their anecdotal statements.

There are selected questions that may be raised about the passing on of anecdotal statements written by the teacher to any other individual.

1. Who should be permitted to view anecdotal records pertaining to any one individual?
2. Should parents and the child have opportunities to react against these statements?
3. Can these anecdotal statements be viewed as being accurate and unbiased?
4. Is the behavior recorded representative of a given child?
5. Can an individual's future be endangered through written anecdotal records?

Using Discussions

Pupils reveal what has been learned by participating in discussions. Thus, learners will show in discussions

1. concepts, generalizations, and main ideas obtained from ongoing learning experiences.
2. skills developed to be effective participators in group work.
3. their feelings and attitudes toward other human beings as well as toward diverse curriculum areas in the elementary school.
4. feelings they have toward themselves.

Using discussions to assess learner achievement is not a perfect approach in evaluating the total growth of a child. The following are selected weaknesses in using this approach to assess pupil achievement:

1. Shy pupils may not reveal understandings, feelings, and attitudes.
2. Aggressive children may dominate learning activities involving the use of discussions.
3. The teacher may not have a learning environment which encourages pupil involvement in discussing content.
4. Selected pupils may not respect the contributions of others, thus hindering the participation of participants in discussing ideas.
5. The teacher may not be able to help selected learners perceive purpose in discussing ideas.

The teacher must provide a learning environment which is conducive to having pupils participate in discussion groups. Thus, the following must be considered when guiding pupils in achieving to their optimum in discussion groups.

1. Feelings of freedom need to exist on the part of learners in expressing ideas.
2. The ideas of all participants must be respected.
3. Stimulating topics and ideas must be discussed so that pupils perceive purpose in learning.
4. Participants need to be rewarded with verbal and nonverbal praise to encourage the free flow of ideas.
5. Standards or criteria must be developed to aid learners to become proficient members of discussion groups.

Using Pupil Developed Products

It is important to assess pupil products pertaining to ongoing learning

experiences. The following products, among others, of learners may be evaluated:

1. written reports as well as other forms of written work; such as stories, poems, plays, announcements, friendly letters, and business letters.
2. recordings of oral reports, discussions, and other kinds of speaking activities.
3. completed art work or construction products.

These products of individual pupils may be dated and filed or stored for future reference. Thus, for a specific child the teacher may compare earlier products with later products to notice if achievement has taken place. A specific teacher is close to each child in teaching-learning situations on a day to day basis thus making it difficult to determine if progress actually is taking place unless pupil achievement is assessed in terms of products comparing earlier attempts with later attempts. An individual child's achievement in oral communication may be compared with earlier attempts through the use of cassette recordings. Each recording is dated for an individual learner. Thus, the teacher as well as the child can assess his own achievement involving oral communication.

There are selected questions that may be raised pertaining to the use of pupil products in assessing learner achievement.

1. Does the school have space to store construction projects of pupils? (A folder can be conveniently kept for each learner to place written materials as well as art work which are dated to make comparisons of earlier with later performance.)
2. Can a representative sampling of pupils' products be kept in order to assess earlier achievement with later achievement?
3. Will the storing of pupils' products become cumbersome so that assessment of earlier with later attempts becomes difficult?
4. Will learners actually evaluate their own achievement using this

approach in evaluation?

Using Diary Entries and Experience Charts

Individual children or a committee of learners on a day to day basis may record main ideas and generalizations pertaining to what has been learned from an ongoing unit of study. The teacher can then evaluate pupil achievement on a day to day basis when diary entries have been recorded. Participants involved in recording diary entries should be varied so that sameness in learning activities is not in evidence.

Also, committees of pupils as well as selected learners individually may develop an experience chart pertaining to what has been learned from a unit of study up to a given point or from an entire completed unit of study. Here, pupils would need to have an adequately developed writing vocabulary to do their own writing. If learners have not developed an adequate writing vocabulary, the teacher could record ideas from a unit of study as given by pupils. The teacher as well as pupils may then evaluate content gained as recorded on the experience chart.

This approach is very sound in terms of use in teaching-learning situations. Experiences come directly from pupils when using experience charts to assess pupil achievement. Learners may see content recorded if they have or have not developed their own writing vocabulary.

Questions that can be raised pertaining to the use of experience charts in assessing pupil achievement may be the following:

1. Do shy pupils adequately reveal previous learnings when using this approach in assessing pupil achievement?
2. Are there selected domineering pupils who keep others from revealing previous learnings?
3. Are relevant learnings revealed by pupils rather than unimportant

isolated facts?

4. Can the teacher assess individual achievement when learners work in committees in developing experience charts?

Using Check-lists and Rating Scales

The teacher may list a set of relevant behaviors pertaining to a unit of study on a duplicated paper and thus check if a specific learner needs assistance in achieving this standard. The following criteria, as an example, may be deemed relevant for each pupil to achieve in a unit of study:

Name of pupil_____ Date_____

The child respects the thinking of others.

Creative ideas are presented by the learner.

Ideas are critically analyzed.

Content is clearly presented by individual pupils.

The teacher may then check criteria with which learners need guidance and assistance individually or in groups.

The rating scale is similar to the check-list. However, in the rating scale, the pupil may be rated on a five point scale with a "5" being Excellent and a "1" being poor in performance. The following criteria, as an example, may be relevant pertaining to an ongoing or completed unit of study when using a rating scale to assess pupil achievement:

Name of pupil_____ Date_____

	Encircle One
The pupil basically understands the concept of interdependence.	5 4 3 2 1
Reasonable assignments are completed on time.	5 4 3 2 1
The pupil is able to use the index in gathering information.	5 4 3 2 1

There are numerous questions that can be raised about the rating scale.

1. Can there be agreement among teachers as to what an "excellent" rating is as compared to an "average" or "poor" rating?
2. Are the objectives to be achieved excessively difficult if pupils are rated as being "below average" in any given behavior?
3. Would teachers rate pupils differently Tuesday morning as compared to Friday afternoon? In other words, would a teacher perceive a learner's achievement the same on different days of the week, all things being equal?

Using Teacher Made Tests

Teacher made tests such as true-false, multiple-choice, matching, completion, and essay items are frequently used to assess pupil achievement. Teacher made tests should follow the following criteria or standards:

1. Test items should be clearly written so that pupils reveal what has been learned.
2. The items should be written on the reading level of pupils.
3. Test items should directly pertain to what has been taught in a given unit of study.
4. The test should not be excessively lengthy; pupils must be assessed on what has been learned rather than being evaluated on endurance.
5. The test should be long enough, however, to evaluate pupils on what has been learned previously.
6. Learners must have developed an adequate writing vocabulary to be able to respond to essay items.
7. When writing matching items for a test, one column of the two should have more responses. Thus, when pupils match one column with the second column, the process of elimination may not be used in

matching the final unknown response. Items in a matching test should be homogeneous and pertain to one topic only.

8. It is good to have one-half of the items true and the other one-half false in a true-false test. Thus, if a pupil responds with "true" to all items, one-half of the test will have correct answers. In a true-false test, with no study prior to taking the test, 50 percent of the responses may be correct as a chance factor.
9. All responses in a multiple choice test should be plausible.
10. Essay items should be properly delimited. An item like "Discuss Great Britain" is too broad and should be delimited adequately for pupils to reveal understandings obtained.
11. Completion items must have adequate information for pupils to reveal understandings obtained. The following completion item lacks necessary information:

    _____, _____, _____, and _____ are _____ in _____.
12. Clues to correct responses should be omitted. The following multiple-choice item contains an article which gives a clue to the correct response:

    Florida is a

    (a) island. (c) inland sea.

    (b) peninsula. (d) continent.

    Responses "a" and "c" definitely would not be correct since they do not match with the stem.

There are many questions pertaining to teacher-made tests and their effectiveness in assessing learner achievement. There are strengths and weaknesses in utilizing this approach to assess learner achievement.

1. Are test items written which truly measure relevant learnings developed by pupils?

2. Are test items constructed which reveal important objectives in education such as problem solving, critical thinking, and creative thinking?
3. Are these test items valid as well as will pupils' results be consistent if the test were taken over again under the same conditions?
4. Are the test items written clearly so learner achievement is actually being evaluated?
5. Do pupils have the necessary readiness learnings for taking the test such as pupils reading content meaningfully when pursuing items on the test?

Using Standardized Tests

Heavy emphasis upon the accountability movement in the United States has placed increased stress upon the use of standardized achievement tests to measure pupil achievement. Thus, in some situations, teacher accomplishment has been measured in terms of how well her pupils did in completing a selected set of standardized tests. There have been school systems in the past who sporadically have attempted to use standardized tests to measure teacher efficiency in teaching pupils. Up until rather recently this was frowned upon. With the accountability movement in vogue, more school systems have used standardized tests to assess the effectiveness of the teacher's teaching and pupil achievement as compared to earlier times. Many school systems have administered standardized tests over the years to notice pupil achievement. However, teachers, generally, were not held directly accountable for specific pupil achievement as measured by these standardized tests.

Questions that may be raised about the use of standardized tests in the class setting may be the following:

1. Can these tests be valid in terms of pupils' learnings gained from diverse units of study?
2. Can these tests be utilized to measure teacher effectiveness in teaching pupils?
3. Do standardized tests actually measure relevant learnings such as problem solving, critical thinking, and creative thinking?
4. Do pupils have an adequately developed reading vocabulary to do well on these tests?
5. Can pupils actually reveal past learnings obtained through the use of standardized tests? Are there many relevant learnings which pupils cannot reveal when being measured by a standardized achievement test?

Using Sociometric Devices

Sociometric devices are used to measure personal and social adjustment of the individual. Sociometric devices do not measure academic achievement. The teacher must keep responses from pupils strictly confidential when using results from the sociometric device. The teacher may ask pupils individually to respond on paper as to their first choice, second choice, and third choice pertaining to whom they would wish to study together with.

A second question could pertain to students being asked to choose a playmate in playing a game. Again, first, second, and third choices can be given by pupils individually on paper. The results from the sociogram may be used by the teacher to develop committees. Members who work together well on a committee achieve more generally than where there is friction among committee members.

There are selected questions that may be raised about the use of the sociogram:

1. Do friendships remain stable enough so that sociometric results may be utilized by the teacher to develop committees for pupils to participate in?
2. Do pupils always reveal their inner feelings as to other learners they would wish to study together with as well as engage in the playing of games?
3. Do pupils in some cases resent being asked to write down in sequential order their preference of classmates for study activities as well as play activities?

Friendships change among children. If the sociogram is used to evaluate pupil achievement in social and emotional development, rather frequent use of this measuring device should be in evidence. It is important to identify individual pupils who are isolates or on the fringe area of being isolates. These pupils should be guided and assisted in becoming friends with others. Learners cannot be forced to accept others as friends. Feelings are inherent when selecting friends on a voluntary basis. Thus, the teacher must work in the direction of helping pupils to feel that they belong to the group and are valued by others for their intrinsic worth.

In Summary

There are many ways to evaluate pupil achievement. The teacher must use a variety of approaches since each technique of evaluation can serve as a check on other approaches to assessment. Then, too, not all techniques of evaluation assess pupils in the same trait or facet of growth. Sociometric devices, for example, assess learners on social and emotional development but not on academic achievement. Teacher-made tests and standardized achievement tests, among others, evaluate pupils in academic growth.

Questions for Discussion

1. What strengths and weaknesses, do you feel, exist in approaches such as the following to evaluate pupil achievement:
   (a) checklists and rating scales developed by the teacher?
   (b) standardized personality tests?
   (c) standardized tests for mental maturity?
2. Write several true-false and multiple-choice items. Evaluate these items in terms of the following standards:
   (a) clarity of content expressed.
   (b) reading level of written content.
3. What is meant by the concepts of "validity" and "reliability" as they apply to the field of measurement of pupil achievement?
4. List all the ways that teacher observation can aid in when assessing pupil achievement.

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CHAPTER SEVEN

DEMOCRACY AND THE CURRICULUM

Democratic living should be a key concept in developing the curriculum. Democracy in the curriculum should constantly be defined and redefined since perceptions of individuals are always changing. Change is with us constantly and continuously. Witness the following changes occurring in American and the larger society:

1. New countries are being formed on the face of the earth.
2. Borders between and among countries shift and change.
3. New values are continuously being developed due to a changing society.
4. Better means of communication and transportation are being developed.
5. New ideas in education continually come to us such as alternative schools, middle schools, linguistics, values and valuing, and open space education.
6. New words become an inherent part of the English vocabulary.
7. Architectural changes are readily noticed when comparing present structures with earlier structures.
8. New problems are faced in a country with some older problems being minimized.

Thus, it behooves educators to continually define meanings pertaining to democracy. These definitions then should give meaning to democratic living in the classroom. Certainly, pupils need to practice democratic behavior in the school setting to become democratic citizens in American society.

Criteria for Democratic Behavior

Too frequently, educators have been vague as to the meaning of democratic

behavior in the school setting as well as in life. Certainly, educators need to define as to what is meant by democratic behavior. Following the development of these criteria, the school setting can work in the direction of having pupils continuously realize these ideals.

Situations such as the following are observable in schools:

1. A child hits another child on the playground.
2. A learner makes fun of and ridicules another pupil.
3. Selected pupils force others to do as the former desires.
4. A pupil takes a pencil, pen, pin, or money from another child.
5. The teacher does not accept selected pupils who are not dressed as neatly as the instructor desires.
6. A teacher does not accept creative ideas of pupils.
7. The principal accepts the thinking of prestigious teachers only.
8. Teachers and the principal are quick to call pupils down if desired behavior is not forthcoming.
9. All pupils in a class are at the same place at the same time when utilizing textbooks as learning experiences.
10. The principal rates teacher effectiveness in teaching, but teachers in return may not assess the work of the principal.
11. Selected teachers feel that they must flunk a certain number of children to maintain "high" academic standards.
12. Selected teachers are working to make a living rather than to teach children.

Thus, it is important for teachers, principals, and supervisors to evaluate the total school setting to notice if democracy is in evidence as a way of life.

There are many definitions pertaining to the democratic way of life. Definitions change as new trends in society come into being and as new

meanings are attached to a term as a result of rational thinking. The following standards, among others, should be considered when developing criteria pertaining to democracy in the school setting:

1. There must be respect of individuals in the school setting. This would mean accepting other human beings regardless of race, creed, beliefs, and socio-economic levels.
2. Human beings are important. They are more important as compared to the school building, the equipment and materials in the building, and rules as well as regulations that exist. The school structure and what is housed therein as well as prescribed standards of the school are important only if they enhance the individual.
3. Since human beings are of utmost importance, their ideas, feelings, values, and beliefs must be thoroughly considered before decisions are implemented. Decisions that are implemented must represent the thinking of the involved group.
4. In an atmosphere of respect, participants in the school setting must be guided in improving themselves. This is necessary so that all human beings in the school setting can realize optimum achievement.
5. The self-concept of the human being is important. Feelings of failure do not help individuals to gain an adequate self-concept. Positive feelings need to exist within human beings so that good human relations can be inherent in the school setting.
6. Self-evaluation is the best way of assessing achievement. In self-evaluation, the individual assesses his own growth against desirable standards. An inward desire then should exist in wanting to improve oneself in terms of these standards. Forcing

individuals to make changes against their will would not harmonize with democratic standards of living.

7. It is important to use the talents of individuals to their fullest. Too frequently, the capabilities of individuals have not been identified. Teachers, principals, and supervisors should try to identify as many talents as individuals have. Provision then needs to be made to provide for individuals who differ from each other in many ways. There are more talents that human beings possess as compared to what has been acknowledged. Too frequently, academic abilities in traditional curriculum areas alone have been rewarded and reinforced. Certainly, the avenues must be broadened in terms of recognizable understandings, skills, and abilities possessed by individuals. Leadership, creativity, manual dexterity, among other talents, must be discovered within human beings. In a complex, industrial society, the best talents of all human beings must be used.

8. Cooperation between and among individuals is important. There is much waste in time and effort when individuals compete against each other in an unwholesome environment. Better it is if individuals strive to realize goals cooperatively. The efforts of human beings are then involved in solving common identified problems. More than one mind being utilized to solve problems is generally better than using one person's capabilities only. Working together harmoniously can make for feelings of belonging and of participation.

In a highly competitive environment, there are winners and losers. The winners may have feelings of accomplishment. The losers generally do not feel positive about their achievement. Thus, democracy would emphasize working together in problem solving situations

involving the use of a variety of learning activities.

9. All individuals in the school setting should have ample opportunities to participate in the more desirable tasks. Individuals should not be penalized due to race, creed, or religion in choosing to work on learning activities of their liking. The teacher, principal, and supervisor should set an example of empathy and liking to all learners regardless of levels of family income. Thus, it is important to accept all learners as human beings having worth in the school setting.
10. Domineering individuals should be guided in having them notice the effects of their behavior on others. Other learners may not get to participate as effectively and as fully due to the individual who wishes to control others.

Learning Experiences and Democratic Behavior

The teacher must keep criteria in mind pertaining to democratic concepts when providing learning experiences for pupils. Learning experiences which fulfill the following guidelines may aid pupils in developing democratic behavior:

1. Standards should be developed using teacher-pupil planning pertaining to democracy in the school setting. These standards may need to be revised as new perceptions of democratic behavior are developed or as modification of standards is needed. Frequently, pupils with teacher leadership should assess their own behavior in terms of these standards.
2. Standards that are developed pertaining to democratic behavior should place major emphasis upon human beings as being important. Time schedules, rules and regulations in the classroom, and the use

of textbooks are not as important as guiding pupils in achieving optimal development. Whatever exists in terms of learning experiences must enhance the highest development of human beings.

3. Affective objectives must be taken into thorough consideration in teaching-learning situations. Positive attitudes that pupils have should aid in achieving understandings and skills objectives.
4. Relevant objectives must be selected which are attainable by pupils. These objectives must be perceived by learners as being important to achieve as far as their own personal lives are concerned.
5. Learning experiences should help learners gain feelings of success. This should aid in developing feelings of an adequate self. New learnings must be developed by pupils and at the same time, these new understandings, skills, and attitudinal objectives can be achieved by all learners.
6. Numerous learning activities and experiences provided in the school setting should provide situations whereby pupils may assess their own achievement with teacher guidance. Thus, pupils should be guided to assess their own achievement in the following kinds of learning experiences:
   (a) art and construction work.
   (b) viewing and discussing content from films, filmstrips, and slides.
   (c) comprehension from reading activities.
   (d) oral use of language.
   (e) vocabulary development.
   (f) written work involving a variety of purposes.

(g) comprehension pertaining to gaining content through listening.

7. The teacher must have knowledge of the talents and abilities of each child and use these in teaching-learning situations. Pupils in an interest inventory may reveal the following talents which may be used in teaching-learning activities:

   (a) playing a musical instrument.

   (b) singing solos and singing in groups.

   (c) having an extensive coin, rock, stamp, or other kind of collection.

   (d) being a leader in a group.

   There are many more talents that can be listed. The important point is that teachers use pupils' abilities in teaching-learning situations.

8. The teacher must provide numerous opportunities for pupils to work in committees. Committee work should be satisfying to participants thus guiding learners to achieve in social and emotional development. Pupils with teacher guidance should decide upon members which will make up specific committees. Learners should have ample opportunities to make choices as to which committee to serve on in an atmosphere of respect. Pupils must have ample opportunities to interact with older as well as younger children. They should interact with others of different capacity and achievement levels. Race, creed, and diverse socio-economic levels provide chances for pupils with different background experiences to learn from each other in a democratic setting.

9. Richness and diversity in learning experiences should be the right of all learners in and outside of the school setting. Thus, pupils

must have the freedom to engage in decision making practices pertaining to what is to be learned. Hence, pupils within a framework have chances to select educational objectives. Also, learners must have chances to select the kinds of learning activities they wish to participate in. Many kinds and types of learning experiences must then be available for pupils to participate in. Only then can learners truly be involved in the making of decisions pertaining to the method or methods of learning. The learning experiences could be as diverse as the following:

(a) reading content from diverse reference sources.

(b) using and discussing content from films, filmstrips, and slides.

(c) using tapes and discussing their content.

(d) writing reports, letters, and summaries.

(e) presenting content to others using oral communication.

(f) taking excursions and field trips.

(g) gaining information from models and other audio-visual aids.

10. Pupils must perceive how their own attitudes, acts, and deeds affect others. Cause and effect thinking would be important here. Learners need to observe "effects." Pupils then would notice ongoing behavior in the class setting. In evaluating pupil achievement in committees utilizing cooperatively developed criteria or standards, learners individually could attempt to determine causes for their own behavior in an atmosphere of respect. They could then be guided in determining how their behavior affects others. Respect for others is always important in a democratic setting. Each pupil evaluating his own performance in terms of desired criteria should guide pupils in becoming democratic individuals. Being a

democratic individual is not a goal which can be achieved in a day, month, or year. It is a continuous process. Definitions of democracy change as time goes on. Methods of achieving democratic behavior will also change in the thinking of educators.

In Summary

It is important for faculty members of schools to select educational objectives or criteria pertaining to democratic behavior. These statements should be studied, evaluated, and modified continuously as the need arises. Learning experience must be selected which will guide pupils in achieving these objectives.

Questions for Discussion

1. Which standards or criteria, do you think, would represent democratic behavior for pupils in the public school setting?
2. How can teachers aid pupils in achieving to their optimum in the area of attitudinal objectives?
3. Observe several teachers teach a given set of learners.
   (a) List incidences where pupils were conceived to be of utmost importance in teaching-learning situations.
   (b) Give examples of where scheduling, subject matter, or rules and regulations became more important than the individual child.
4. Which criteria would you select when deciding upon relevant objectives for pupils to achieve?
5. How can the teacher guide pupils to feel successful in the school setting?
6. How can the teacher aid learners in assessing their own achievement?

7. Which standards should pupils follow to be successful members of a committee involved in doing research?

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